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ABSTRACT

An overview of the fourth conference of the European Early Childhood Education Research Association (EECERA) on the Quality of Early Childhood Education is provided in this document. The conference focused on how interactions among settings at various levels in a micro-macrosystem influence, directly or indirectly, the experience and behaviors of young children in different environments and the educational program designed for these environments. Abstracts for 99 papers presented at 28 symposia and 2 poster sessions are presented. Issues addressed were: cross-cultural and multi-ethnic perspectives on early childhood education; curriculum and teacher practices; parent-teacher relationships; teacher perspectives and training; curriculum and teacher practices; child-teacher interaction; quality of the child's life in Nordic day care centers; promoting cultural learning in early childhood education: settings and strategies; quality in early childhood education: experiences from practice; public policies and early childhood education; setting links and setting transitions; gender perspectives; play and social interaction; "real-life settings" as educational settings; child-parent interaction; quality in early childhood education: programs for practice; the transition of infants from family care to center-based day care; a phenomenographic approach to research about children; and the High/Scope educational approach. Contains a list of delegates, their institute, mailing address, and country. (AA)

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ED 394 617

Fourth Annual Conference of the EECERA on the Quality of Early Childhood Education

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Settings in Interaction: Research and Implications

Göteborg, Sweden
1-3 September 1994

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"Udden"
Water-Colour Painting
Artist: Kaya Hansson

Välkommen till Göteborg

Welcome to Göteborg and the Fourth Annual Conference of the EECERA on the Quality of Early Childhood Education. The presence of over 200 delegates from 22 different countries and more than 100 papers to be presented in symposia and poster sessions certainly promises to provide a stimulating and challenging meeting between early years educators and researchers.

I hope we will all have an enjoyable time and I warmly welcome you to Göteborg.

Maelis Karlsson Lohmander
Conference Chair

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The European Early Childhood Research Association - EECERA
is an international organisation dedicated to the promotion and dissemination of research in Early Childhood Education throughout Europe and beyond. Among its principal aims are to encourage a clear articulation and communication of the links between research and practice, to give mutual support and offer peer group interaction to researchers and to raise the visibility and status of research into early childhood education. The European Early Childhood Journal, which first was issued in 1993, is the publication of EECERA.

The Early Childhood Research and Development Centre (Centrum för Kunskap om Barn)
is a cross-disciplinary, non-profit organisation affiliated with the Department of Education and Educational Research at Göteborg University. The aim of the Centre is to provide, in conferences, seminars and lectures, a forum where researchers and practitioners might meet and exchange ideas, experiences and research-based knowledge in the field of early childhood.

Organising Committee

Tony Bertram, Secretary EECERA, Worcester College of Higher Education, UK
Maelis Karlsson Lohmander, Conference Chair, Göteborg University, Sweden
Prof. Dr. Christos Frangos, Aristotle University of Thessaloniki, Greece
Prof. Dr. Ferre Laevers, Katholieke Universiteit, Leuven, Belgium
Prof. Dr. Chris Pascal, Worcester College of Higher Education, UK

Conference Committee

Dr. Lars Gunnarsson, Associate Professor, Göteborg University, Sweden
Dr. Solveig Hägglund, Assistant Professor, Göteborg University, Sweden
Dr. Göran Lassbo, Assistant Professor, Göteborg University, Sweden
Maelis Karlsson Lohmander, Conference Chair, Göteborg University, Sweden

Conference Secretariat

Ms Doris Gustavsson, Administrative Coordinator
Ms Marion Wesslander, Secretary

The Conference Committee wishes to thank the following institutions for financial support; the Department of Education and Educational Research, Göteborg University; the Faculty Office for Education, Göteborg University; the National Board of Health and Welfare, Stockholm.

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Practical Information

Conference Centre

The conference takes place at Hotel ARKEN, a big conference site about 20 minutes by car from the city centre. For your guidance please see enclosed map showing the location of our conference rooms. The rooms will be marked "EECERA".

Conference Desk

The conference desk will be staffed throughout the conference between 8.30-18.00 hrs. (Saturday 8.30-14.00 hrs.). Any queries about the conference should be directed there. The conference desk and a conference notice board (please check for messages) will be located just outside room AULAN on the first floor.

Conference Language

The official conference language is English.

Bus/taxi transfers

Some delegates are staying at SPAR Hotel, located about 20 minutes from ARKEN. Bus or taxi transfer will be arranged between SPAR Hotel and the Conference Centre. On August 31st the bus/taxi will operate as transfer both for registration and for the reception buffet. The bus (taxi) will depart from SPAR Hotel at 18.00 hrs. On all other days the transfer bus (taxi) will depart from SPAR Hotel at 08.00 hrs. Return times will be displayed on the conference notice board by the conference desk.

Meals

Breakfast is included in the accommodation charge and will be served at;

Hotel ARKEN (ground floor resturant - Måsen)
Weekdays: 07.00-09.00
Weekend: 08.00-10.00

SPAR Hotel
Weekdays: 06.30-10.00
Weekend: 07.30-11.00

Lunch is included in the conference fee and will be served in restaurant Svanen at ARKEN (first floor) at 12.00 hrs on Thursday and Friday, at 13.00 hrs on Saturday. **Dinner** is not included in the conference fee. People not attending the social events on Thursday and Friday will need to make their own arrangement for dinner. The Thursday dinner will be served at 18.30 hrs in the ground floor restaurang at ARKEN for those delegates who have prebooked. (Please note that drinks other then icewater are not included in the dinner price.)

Coffee and Tea Breaks

Coffee and tea will be served in the restaurant Svanen at ARKEN.

Reception Buffet

A reception buffet is included in the conference fee and will be given at ARKEN at 20.00 hrs Wednesday, August 31st.

Conference Dinner

On Friday September 2nd, at 20.00 hrs the conference dinner will take place in room Noak´s Ark at ARKEN. The cost is SEK 300. The conference dinner can still be booked when registering.

Boat-trip

A boat-trip has been arranged for Thursday, 1st of September at 18.30. The boat will leave from the small harbour near ARKEN. The cost is SEK 230, which includes a picnic basket. This excursion can still be booked when registering.

Bus-trip to Hönö Museum

A bus-trip to Hönö Museum and Öckerö Folk Culture Centre will take place on Saturday, September 3rd. The bus will leave from the main entrance at ARKEN at 14.30 hrs. The cost is SEK 85 and there are still some tickets available, which can be booked when registering.

Photo-copying

Photo-copying facilities at ARKEN are very limited. The cost is SEK 2.00 per copy. Please turn to the conference desk for assistance.

Telephone

There are pay telephones in the foyer at the hotels and in the rooms. Please note that external calls from hotel rooms are expensive. Please check the information leaflet in the rooms for further information.

Currency Exchange

There are no currency exchange facilities available at ARKEN. Travellers cheques and credit cards will be accepted in the hotels, but not as payment for conference activities. Please contact the conference desk for further information.

Checking out time

The rooms at Arken are available from 17.00 hrs on arrival day. Checking out time is 12.00 hrs on the day of departure.

Smoking Regulations

Smoking is allowed in the foyer and in the restaurants at Arken.

Going into the city of Göteborg

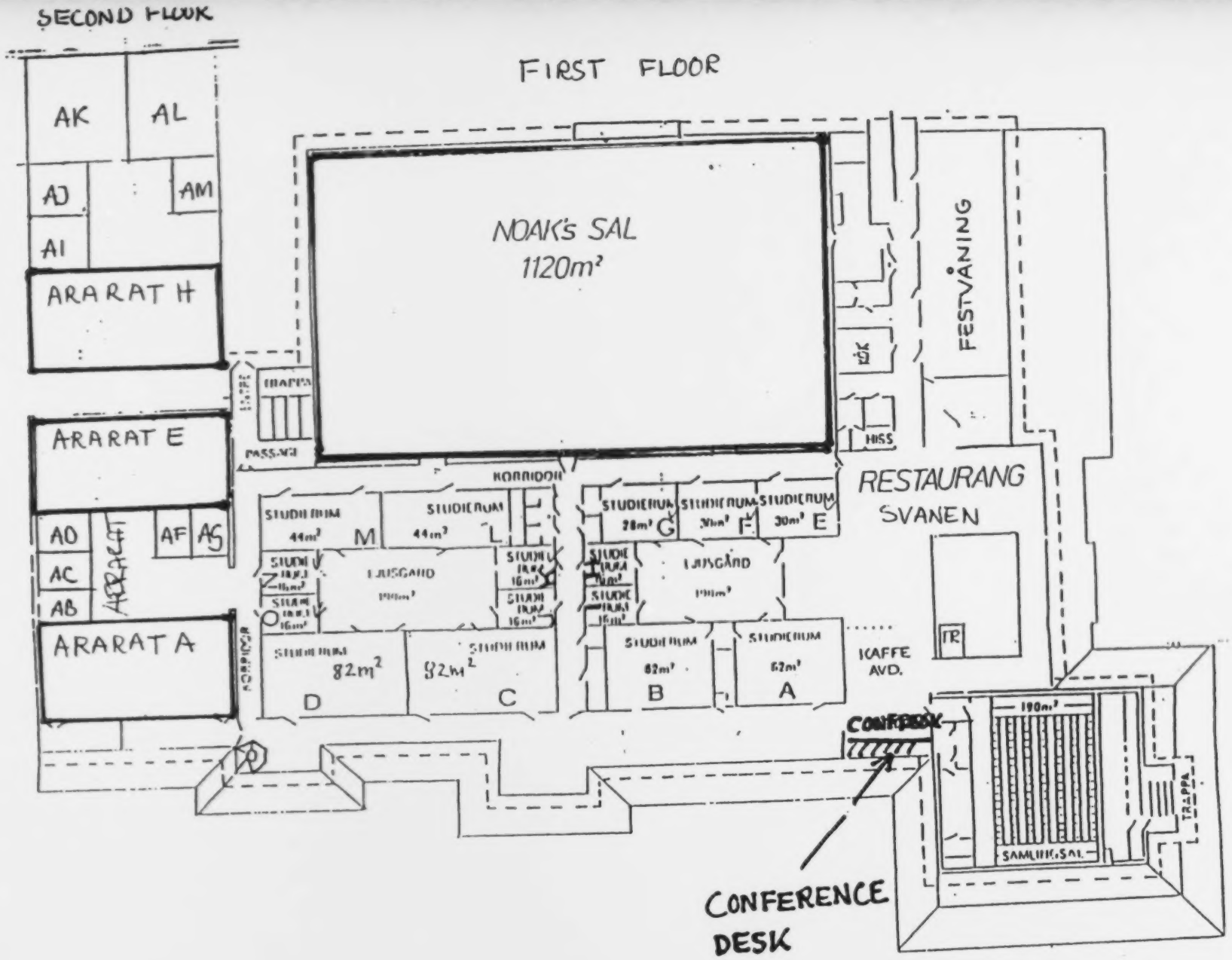
There is a "set-price-taxi" service as well as buses available to the city. Please contact the hotel reception for assistance.

EECERA

Subscriptions to the European Early Childhood Education Research Association - EECERA and the European Early Childhood Education Research Journal - EECERJ will be accepted at the conference desk. Vol. 1 and 2/1993 and vol 1/1994 will be available at the same desk.

Book-exhibition

A book-exhibition will be arranged close to the conference desk.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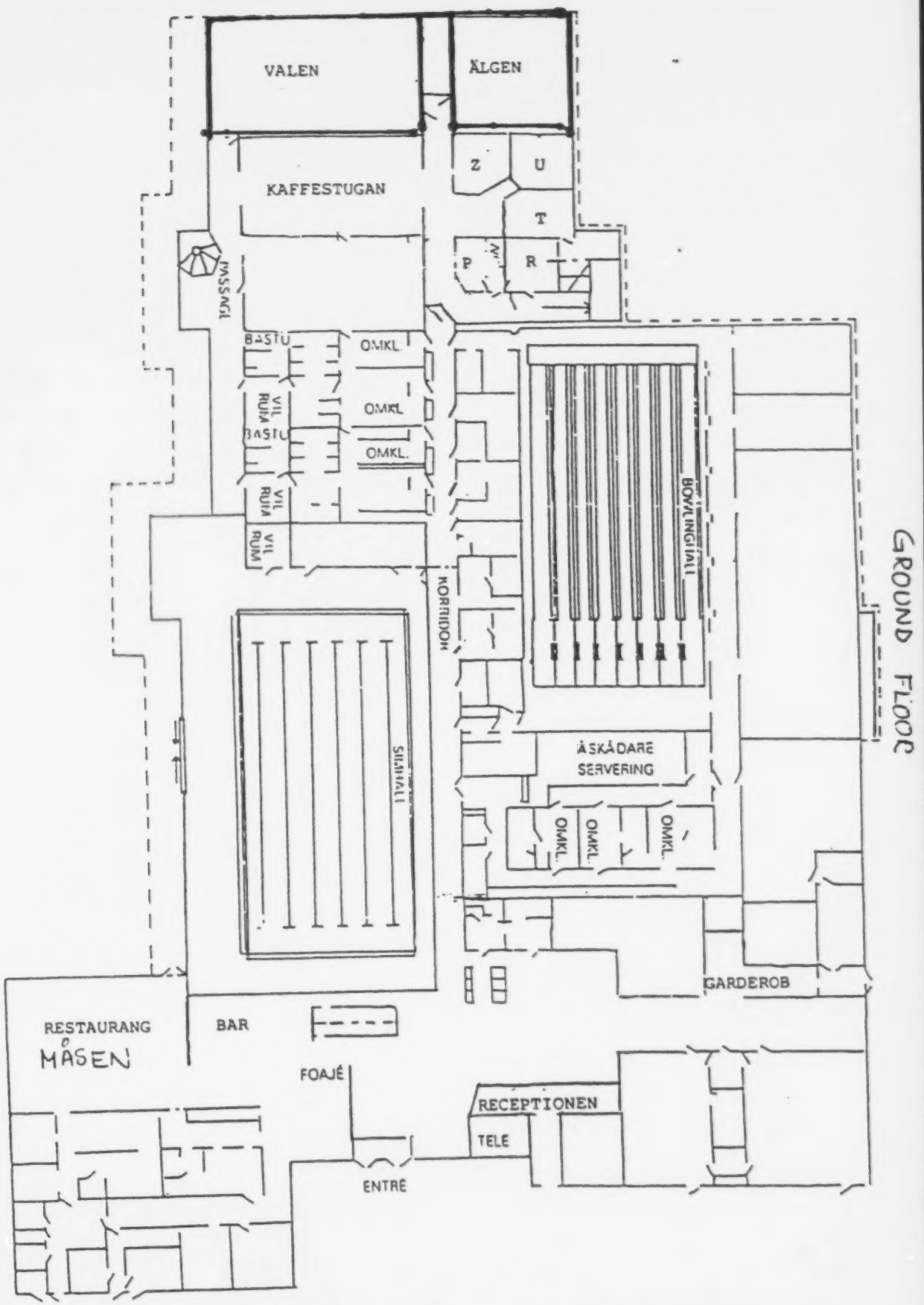
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Programme

Introduction

The theme of this year's conference is **"Settings in Interaction: Research and Implications"**. The aim of the conference is to focus on how interactions among settings at various levels in a micro-macrosystem influence, directly or indirectly, the experiences and behaviours of young children in different environments, and the educational program designed for these environments.

The conference programme includes five keynote presentations, 28 symposia and 2 poster sessions. More than 100 papers will be presented and discussed during the conference. A detailed time schedule for keynote lectures, symposia and poster sessions is included below. The programme section is followed by a section presenting all the paper abstracts, ordered alphabetically by the first author's last name. The number of the symposium in which a paper is going to be presented is indicated in the upper right corner of the abstract.

Delegates, who are presenting a paper in a symposium or a poster session are recommended to contact in advance the chairperson for this session for format details. Each symposium is scheduled for 1 hour and 15 minutes and will consist of 3 or 4 paper presentations, 10-15 minutes long, followed by a discussion based on questions from the audience, and directed by the chairperson. Conference participants are free to choose which symposia they wish to attend.

Wednesday, August 31st

14:00 - 20:00

Registration — **Conference desk**

20:00 - 22:00

Reception Buffet — **Restaurant Svanen**

Thursday, September 1st

8:30 - 9:30

Registration — **Conference desk**

9:30 - 10:30

Formal Opening of the Conference — **NOAK**

10:30 - 11:30

Keynote Lecture: — **NOAK**

"European Child Care in Global Perspective"
Prof. Moncrieff Cochran, Cornell University, USA

12:00 - 13:30

Lunch — **Restaurant Svanen**

13:30 - 14:30

Keynote Lecture: — **NOAK**

"Theories of Development from the Perspective of the Children, their Parents and the Scientists"
Dr Agnes Andenæs, University of Oslo, Norway

14:30 - 15:00

Coffee Break — **Restaurant Svanen**

15:00 - 16:15

Symposium 1: Cross-Cultural Perspectives I — **ARARAT A**

Chair: Moncrieff Cochran, Cornell University, USA

Presenters: Sofia Avgitidou, Sussex University, UK.:
" Cultures and settings: Providing a context for friendship development in early schooling ".

Helen L. Carlsson, University of Minnesota, USA & Lena Stenmalm-Sjöblom, Växjö University, Sweden:
" Echoes of the Macro-society: Parents and professionals in two countries speak about early childhood education ".

Eeva Hujala-Huttunen, University of Oulu; Finland:
" Cross-cultural perspectives on integration of family and day care ".

Gill Beardsly, University of the West of England, UK., Majda Plestenjak, University of Ljubljana, Slovenia, & Lena Stenmalm Sjöblom, Växjö University, Sweden:
" Student teachers´ views of the work of their future collegues ".

Symposium 2: Multi-Ethnic Perspectives — ÄLGEN

Chair: Gunilla Dahlberg, Stockholm Institute of Education, Sweden

Presenters: Paul P.M. Leseman, University of Amsterdam, Holland:
" Defining and assessing social-emotional quality in parent-child interactions in a multi-ethnic sample ".

Josette Combes, ACEPP, France:
" Parent's involvement in day care centers operating in a multicultural context ".

Kerstin Nauclér & Sally Boyd, Göteborg University & Lenore Arnberg, Stockholm University, Sweden:
" Interactions with five-year old bilingual and monolingual children: A comparison of settings, activities, interlocutors and languages ".

Symposium 3: Curriculum & Teacher Practices I — VALEN

Chair: Chris Pascal, Worcester College of Higher Education, UK.

Presenters: Jane Arthurs & Julian Elliott, University of Sunderland, UK.:
" 'Polemic in the teaching of reading: A necessary weakness?' ".

Margaret Perkins, Worcester College of Higher Education, UK.:
" Early experiences of classroom literacy ".

Marjanna Berg-de Jong, Lund University, Sweden:
" Physical aspects of daycare environment ".

Symposium 4: Parent - Teacher Relationships I — ARARAT E

Chair: Maelis Karlsson Lohmander, Göteborg University, Sweden

Presenters: Boel Henckel, University of Karlstad, Sweden:
" Parents' influence and responsibility in public day care services ".

Kapka Ezekieva Solakova, Plovdiv University, Bulgaria:
" Parent - Teacher Interaction observed in children's school preparation ".

Charles Desforges, Martin Hughes & Cathie Holden, University of Exeter, UK.:
" What do parents want from assessment? What do teachers know of this? ".

Symposium 5: Teacher Perspectives and Training I — ARARAT H

Chair: Ferre Laevers, Katholieke University, Leuven, Belgium

Presenters: Jill Mitchell, University of Waikato, New Zealand:
" Students' beliefs at the start of their early childhood teacher education programme ".

Sonja Kihlström, Göteborg University, Sweden:
" The conceptions of being a pre-school teacher ".

Maria Kallery & Demetra Evangelo, Aristotle University of Thessaloniki, Greece:
" Kindergarten teachers' ideas on physical science concepts ".

Janet R. Moyles, University of Leicester, UK.:
" The comparative roles of nursery teachers and nursery nurses in Leicestershire primary schools ".

16:30 - 17:45

Symposium 6: Curriculum & Teacher Practices II **VALEN**

Chair: Gunni Kärrby, Göteborg University, Sweden

Presenters: Gunhild Hagesaether, The Norwegian Teacher Academy, Norway:
" Between theory and practice - A study of formal curricula in kindergartens ".

Juliette Jongerius & Rudy Beernink, National Institute for Curriculum Development, Holland:
" National standards in education and curriculum development for young children "

Anne Meade, New Zealand Council for Educational Research, Wellington, New Zealand:
" Developing Cognitive Competence in Children: Action research on children´s 're-cognition' "

Symposium 7: Child - Teacher Interaction I **ARARAT A**

Chair: Göran Lassbo, Göteborg University, Sweden

Presenters: Sigurd Berentzen, University of Bergen, Norway:
" Staff discourses and classroom discourses: The construction of cultural models in child socialization ".

Krystyna Lubomirska, University of Warsaw, Poland:
" Quality of teacher training - Activities facilitating child adaptation in an early childhood care and education setting ".

Monica Hansen, Göteborg University, Sweden:
" The child and the teacher in two cooperating teaching traditions ".

Symposium 8: Quality of the child´s life in Nordic day care centers **ARARAT E**

Chair: Stig Broström, Royal Danish School of Educational Studies, Denmark **(Participant-organized symposium)**

Presenters: Marjanna Berg-de Jong, Lund University, Sweden, Stig Broström, Royal Danish School of Educational Studies, Denmark, Maritta Hännikäinen, University of Jyväskylä, Finland, Lena Rubenstein Reich, Lund University, Sweden & Sven Thyssen, Danish National Institute for Educational Research, Denmark: " Quality of the child´s life in Nordic day care centers - discussion of theoretical concepts ".

Symposium 9: Promoting cultural learning in early childhood: Settings and strategies. **ARARAT H**

Chairs: Bert van Oers, Free University Amsterdam & Bea Pompert, Algemeen Pedagogisch Studiecentrum, Utrecht, Holland. **(Participant-organized symposium)**

Presenters: Galina Zuckerman, Russian Academy of Education, Russia:
" Play as a means of learning to read ".

Bea Pompert & Frea Janssen-Vos, Algemeen Pedagogisch Studiecentrum, Utrecht, Holland:
" From Narrator to writer ".

Bert van Oers, Free University Amsterdam, Holland:
" Are you sure? Stimulating mathematical thinking during young children´s play "

Discussants: Gillian Beardsley, University of the West of England, UK.
Ferre Laevers, Katholieke University, Leuven, Belgium
Penny Munn, University of Strathclyde, Bristol, UK.

Poster Session 1: Quality in Early Childhood Education: Experiences from Practice

Chair: Göran Lassbo, Göteborg University, Sweden

Presenters: Olga Aponomeritaki, University of Thessaloniki, Greece:
" Recycling program in Kindergarten ".

Hillary Fabian, Manchester Metropolitan University, UK.:
" The transition from one setting to another: From pre-school to school ".

Conceicâo de Oliveira Lopes, University of Aveiro, Portugal:
" Scarecrows - Promotion of art in the landscape ".

Pirko Mäntynen, University of Joensuu, Finland:
" Play conditions in groups of children under three years of age in Finnish day care centers ".

Kristina Stoilova Tchitchikova, Plovdiv University, Bulgaria:
" The riddle as a vehicle of rationalization of the aesthetic function of the word by five to seven-year old children ".

Merja Tamminen, University of Joensuu, Finland:
" Male teachers in the day care centers: Do they make a difference? ".

Marika Veisson, Ene Mägi & Aino Saar, Tallinn Pedagogical University, Estonia:
Interpretations of the feeling of guilt in the parents of handicapped children ".

18:30

Boat Trip in Göteborg Archipelago

Friday, September 2nd

09:00 - 10:00

Keynote Lecture: **NOAK**

" Public Policies and Early Childhood Education"
Prof. Bengt-Erik Andersson, Stockholm Institute of Education, Sweden

10:00 - 10:30

Coffee Break **Restaurant Svanen**

10:30 - 11:45

Symposium 10: Public Policies & Early Childhood Education I **ARARAT A**

Chair: Lars Gunnarsson, Göteborg University, Sweden

Presenters: Malgorzata Karwowska-Struczyk, University of Warsaw, Poland:
" Early childhood provision during the transition to a market economy ".

Jan-Erik Johansson, Göteborg University, Sweden & Lenira Haddad, Sao Paulo University, Brazil:
" The state, the kindergarten, and the family. Swedish kindergarten and day care expansion 1960 - 1990"

Birgitta Lidholt & Monica Norrman, The National Board of Health and Welfare, Stockholm, Sweden:
" Changes in the society - changes in some daycare-settings in Göteborg and Uppsala ".

Symposium 11: Parent - Teacher Relationships II **ARARAT E**

Chair: Lena Rubenstein Reich, Lund University, Sweden

Presenters: Elena Roussinova-Bahoudaila, University of Sofia, Bulgaria:
" Educational sources of cooperation between family and social education in early childhood ".

Florence Beetlestone, University of Greenwich, UK.:
" Promoting science in the early years through Home/School involvement ".

Barbara Murawska, Elzbieta Putkiewicz & Margorzata Zytko, University of Warsaw, Poland:
" Polish early years teachers' views of the role of parent in education ".

Symposium 12: Setting Links and Setting Transitions I **VALEN**

Chair: Göran Lassbo, Göteborg University, Sweden

Presenters: Bengt Lindström, Nordic School of Public Health, Göteborg, Sweden:
" Bringing it all together - A system approach to children´s quality of life ".

Gunilla Dahlberg & Hillevi Lenz Taguchi, Stockholm Institute of Education, Sweden:
" Preschool and School - The encounter of two different traditions and a vision of a possible setting of a fruitful and creative interaction ".

Anna Klerfelt & Pia Williams Graneld, Göteborg University, Sweden:
" Children encounter School ".

Björn Flising, Göteborg University, Sweden:
" The social, cultural, and educational worlds of 7 - 10 years old children ".

Symposium 13: Gender Perspectives **ÄLGEN**

Chair: Solveig Hägglund, Göteborg University, Sweden

Presenters: Jane Barron, University of Waikato, New Zealand:
" Sensing Gender: A deconstruction of early childhood gender equity practice in New Zealand ".

Ulla Härkönen, Joensuu University, Finland:
" Educators´ ideas of sex roles in small childrens´ work education ".

Ingegärd Tallberg Broman, Malmö School of Education, Sweden:
" Early Childhood Education - A female domain in conflict with the dominant societal ideology ".

Symposium 14: Play & Social Interaction **ARARAT H**

Chair: Christos Frangos, Aristotle University of Thessaloniki, Greece

Presenters: Stig Broström, Royal Danish School of Educational Studies, Denmark:
" Drama-games with six year old children - Possibilities and limitations ".

Peter Kutnick, Roehampton Institute, London, UK.:
" Developing pupils´ social skills for learning, social interaction and co-operation ".

Hans Vejleskov, Royal Danish School of Educational Studies, Denmark:
" A study of children´s acts and interactions during play with different play materials ".

12:00 - 13:30

Lunch **Restaurant Svanen**

13:30 - 14:30

Keynote Lecture: **NOAK**

"The Role of Context and Interaction in the Child's Construction of Knowledge"
Dr Britt-Marie Barth, Paris, France

14:30 - 15:00

Coffee Break **Restaurant Svanen**

15:00 - 16:15

Symposium 15: Public Policies & Early Childhood Education II **ARARAT A**

Chair: Philip Hwang, Göteborg University, Sweden

Presenters: Inga-Lill Fjällsby, University College of Karlstad, Sweden:
" Allergic children in day care centers ".

Inge Johansson, Social Welfare Administration, Stockholm, Sweden:
" New services for six-year olds in Stockholm - Content and directions ".

Pat Petrie, University of London, UK.:
" Interactions between school-age childcare settings - home and school ".

Anita Sigurdsdotter-Wiechel & Lena Rubenstein Reich, Lund University, Sweden:
" 'Barnskolan' - An evaluative study of six year old children in vertically grouped classes ".

Symposium 16: Curriculum & Teacher Practices III — VALEN

Chair: Agnes Andenæs, University of Oslo, Norway

Presenters: Bernadette Van de Rijt & Hans Van Luit, Utrecht University, Holland:
" A comparison between two training programmes for weak arithmetic performers in primary school ".

Ester A.M. Schopman & Johannes E.H. Van Luit, Utrecht University, Holland:
" The possibilities of transfer of preparatory arithmetic knowledge and skills among young children with difficulties in arithmetic ".

Jennifer Rogers, Nene College, Northhampton, UK.:
" Apprentices to Number - A study of three and four year-olds´ understanding of printed numerals ".

Symposium 17: Setting Links and Setting Transitions II — ARARAT E

Chair: Bengt-Erik Andersson, Stockholm Institutre of Education, Sweden

Presenters: Ingerid Bø, Stavanger College, Norway:
" Intersetting influence on parenting strength ".

Jenny Cumming, University of Sunderland, UK:
" Ice-Cream and Cigarettes: Home/School Liaison as a means of raising standards in an area of social deprivation ".

Lisbeth Flising, Göteborg University, Sweden:
" What does Child Care mean to parents? "

Genevieve Hindryckx & Annette Lafontaine, University of Liège, Belgium:
" The transition from Family to School in an ecological perspective ".

Symposium 18: "Real-Life Settings" as Educational Settings — ÄLGEN

Chair: Tony Bertram, Worcester College of Higher Education, UK

Presenters: Bezhidar Angelov & Luthia Angelova, University of Sofia, Bulgaria:
" Art and Television: Socializing influence on children of preschool age (3-7 years old) ".

Deirdre Cook, Helen Finlayson & Elspeth Walker, University of Derby, UK:
" Lap Top portables in real life play settings: Their place and influence on pre-school literacy development ".

Lars-Erik Berg, Göteborg University, Sweden:
" Child, identity construction and TV: A theoretical approach ".

Symposium 19: Child - Parent Interaction — ARARAT H

Chair: Solveig Hägglund, Göteborg University, Sweden

Presenters: Villy Spasova Iancheva, Plovdiv University, Bulgaria:
" Influence of family background on the cognitive development in the early childhood period ".

Frances F. Sijsling & Paul P.M. Leseman, Erasmus University, Holland:
" Parental problems in allowing young children to have their own perspective and initiatives ".

Poster Session 2: Quality in Early Childhood Education: Programs for Practice

Chair: Göran Lassbo, Göteborg University, Sweden

Presenters: Jos Castelijns, Utrecht University, Holland:
" Responsive instruction for young children ".

Björn Flising, Göteborg University, Sweden:
" More men in work with children ".

Dimitar Giurov, Sofia University, Bulgaria:
" The Family: A source for the acquiring of social experience and orientation of the child in the world ".

Vessela Giurova, Sofia University, Bulgaria:
The contribution of the family in mastering of games culture ".

Ferre Laevers, Katholieke Universiteit, Leuven, Belgium & Marie Hélène Gavrel, Direction Enseignement Catholique de Vendée, France:
" The innovative project 'Experiential Education': A presentation of eighteen years of RDD-activity ".

Gabriela Portugal, University of Aveiro, Portugal:
" Adaptativeness to infant day-care: Contributions to the study of the interaction toddler - family - day care center ".

Fiona Ramsden, Worcester College of Higher Education, UK.:
" Effective Early Learning Research Project: An action plan for change ".

Sandra Smith, University of North London, UK.:
" From practice to theory: An evaluation of the early childhood studies scheme at the University of North London ".

16:30 - 17:45

Symposium 20: Cross-Cultural Perspectives II **ARARAT A**

Chair: Moncrieff Cochran, Cornell University, USA

Presenters: Wendy Schiller, Macquarie University, Australia:
" Curriculum decision-making in Early Childhood Centres in Sweden, United Kingdom and Australia ".

Norah McWilliam, Bradford & Ilkley Community College, UK., Anna Strzelecka, Kolegium Nauczycielskie, Poland, & Elzbieta Putkiewicz, University of Warsaw, Poland:
" Cross-cultural perspectives of curriculum redesign- A Tempus joint European Project case study ".

Pamela Oberheumer, State Inst of Early Childhood Education, München, Germany:
" Practitioners in early childhood and after school services: training and job profiles in the EU countries ".

Symposium 21: Parent - Teacher Relationships III **ÄLGEN**

Chair: Lars Gunnarsson, Göteborg University, Sweden

Presenters: Elisabeth Coates, University of Warwich, UK.:
" Parental choice at the first stage of formal schooling ".

Ludmilla Kuraeva & Svetlana Stepuchovigh, Saratov Technic University, Russia:
" Developing the alternative forms of day care centers in a Russian province town ".

Gunni Kärrby & Joanna Giota, Göteborg University, Sweden:
" Parental conceptions of quality in day care centers in relation to quality measured by ECERS ".

Elly Singer, University of Utrecht, Holland:
" Dutch parents and their evaluation of day care facilities ".

Symposium 22: The transition of infants from family care to day care **VALEN**

Chair: Kuno Beller, University of Berlin, Germany **(Participant-organized symposium)**

Presenters: Egle Becchi, Anna Bondioli, Monica Ferrari & Paola Livraghi, University of Pavia, Italy:
" Regulating the infant's entry to day-care and the quality of the day care centre "

Lieselotte Ahnert, Interdisciplinary Centre of Applied Research on Socialization, Berlin, Germany:
" Developmental consequences of infants' interaction patterns during entry to daycare ".

Kuno Beller, Walter Stahl, Marita Stahnke & Holger Wessels, Berlin, Germany:
" The pace of the transition of infants from the family to daycare ".

Ute Ziegenhain, Hellgard Rauh & Bernd Mueller, Free University of Berlin, Germa .
" Age of entry into day care and the quality of attachment ".

Symposium 23: A phenomenographic approach to research about children **ARARAT E**

Chair: Ingrid Pramling, Göteborg University, Sweden **(Participant-organized symposium)**

Presenters: Ingrid Pramling & Marita Lindahl, University of Göteborg, Sweden:
" Learning from the toddlers perspective in the context of day-care ".

Ann-Charlotte Mårdsjö, University of Göteborg, Sweden:
" An approach to learning in preschool ".

Maj Asplund Carlsson & Ingrid Pramling, University of Göteborg, Sweden:
" 'The Giving Tree' in Sweden and China ".

Symposium 24: The High/Scope Educational Approach **ARARAT H**

Chair: A. Clay Shouse, High/Scope Educational Research Foundation, USA **(Participant-organized symposium)**

Presenters: A. Clay Shouse, High/Scope Educational Research Foundation, USA, Henning Rye, University of Oslo, Norway, Eeva Lius, University of Joensuu, Finland & Joan Sharp, High/Scope UK, London, UK.: " The High/Scope Educational Approach: A developmentally appropriate program for preschool children and its adaptation to three divergent settings "

18:00 **EECERA, Editorial Board Meeting** **FALKEN**

20:00 **Conference Dinner and Dance** **NOAK**

Saturday, September 3rd

9:00 - 10:00

Keynote Lecture: **NOAK**

"Hopes and Evidence about the Preventive Role of Early Childhood"
Prof. Deborah Phillips, University of Virginia, USA

10:00 - 10:30

Coffee Break **Restaurant Svanen**

10:30 - 11:45

Symposium 25: Public Policies & Early Childhood Education III **ARARAT A**

Chair: Bengt-Erik Andersson, Stockholm Institute of Education, Sweden

Presenters: Ulla Lundström & Knut Sundell, Social Welfare Administration, Stockholm, Sweden:
" Instructional guidance and work satisfaction in public, cooperative and private day care centers in Sweden ".

Knut Sundell, Social Welfare Administration, Stockholm, Sweden:
" Relationships between productivity, instruction and children´s development in public, cooperative and private day care centers in sweden ".

Güvenc Süloglu & Zana Majstorovic, Averroès Foundation, Amsterdam, Holland:
" Dimensions of family involvement in Opstap ".

Symposium 26: Curriculum & Teacher Practices IV **VALEN**

Chair: Tony Bertram, Worcester College of Higher Education, UK

Presenters: Julie Hadeed & Kathy Sylva, University of London, UK.:
" The effect of care and education-oriented pre-school experience on children´s development in Bahrain ".

Maria Nabuco, Escola Superior de Educacao, Lisboa, Portugal & Kathy Sylva, Univ. of London, UK.:
" The effects of three pre-school curricula on children´s behaviour in the nursery and on 'appropriateness' of pre-school programmes ".

Júlia Oliveira Formosinho, University of Minho, Portugal:
" The emergence of morality in pre-school children: The contribution of a High/Scope Context "

Symposium 27: Teacher Perspectives and Training II **ARARAT H**

Chair: Chris Pascal, Worcester College of Higher Education, UK.

Presenters: Agneta Lindh-Munther, Uppsala University, Sweden:
" Research as a tool in the pre-school teacher education ".

Jeanette L. Gosling, Worcester College of Higher Education, UK.:
" Coming to Know ".

Marie Adams, Wellington College of Education, New Zealand:
" Beginning competencies of early childhood educators to work with infants and toddlers ".

Symposium 28: Child - Teacher Interaction II **ARARAT E**

Chair: Ferre Laevers, Katholieke University, Leuven, Belgium

Presenters: G.M. van der Aalsvoort, J.T.A. Bakker, J. Janssen & M.v.d. Brand, University of Nijmegen, Holland:
" Influencing the teacher´s judgement of academic performance with third graders in regular education ".

Aino Saar, Tallinn Pedagogical University, Estonia:
" Preschooler, Humour and Creativity ".

Linda Thompson, University of Durham, UK.:
" Making friends and influencing people: A social networks analysis of relationships within an urban nursery school setting ".

12:00 - 12:30

Closing Session **NOAK**

13:00 - 14:00

Lunch **Restaurant Svanen**

14:30

Bus trip to Hönö Museum and Folk Culture Centre

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Abstracts

G.M. van der Aalsvoort, J.T.A. Bakker, J Janssen & M.v.d. Brand
University of Nijmegen, Holland

(Symp 28)

INFLUENCING THE TEACHER'S JUDGMENT OF ACADEMIC PERFORMANCE WITH THIRD GRADERS IN REGULAR EDUCATION

In this study we answered the question whether the teacher's judgment of children is influenced by participating with the judged children in a standardized task situation.

Studies of teacher's judgment by Bakker (1992, 1993) showed that the more the teacher attributes external causes to pupil performance, the lower he or she judges academic performance. Studies of Van der Aalsvoort (1993) with children in Kindergarten and Preschool, revealed that the poorer the judgment of learning behavior, the lesser the teacher helps and supports these children during tasks they can not complete on their own. These children also show more not on-task behavior during performing. According to a longitudinal study of Smits (1993) judgment not only attributes to the actual behavior of the adult and the pupil, but in the long run influences the behavior of the child during social interaction with other teachers. Children in at-risk groups at the age of 5 who were judged as having poor on-task behavior were followed for two years. They received less positive social support and more regulative remarks compared with the non at-risk group at the age of 5 but also when they were 6 and 7 years old.

So a process of self fullfilling prophecy occurs where children once judged as at-risk, stay at risk in the school. The question remains whether for example the teacher's judgment can be influenced by involving the teacher and the judged child in a task situation in which the teacher asks the child to perform tasks that are too diffucult to complete independently of the teacher. We designed a study to answer this question. In our study 220 third graders of 10 schools for regular education were involved. The were judged by their teacher with rating scales on scholastic performance, attachment to the teacher, socio-economic status, and social adjustment (Bakker, 1994). Of each school 4 pupils (two of them with high, two of them with low ratings) were selected to perform arithmetic tasks with their teacher. The selection of pupils was carried out by the researcher.

In all, data of 40 children were collected by analyzing the videotaped task situation on Social Support of the teacher and Competence of the child (Erickson, et al 1985), Quality of Arithmetic Instruction (van der Aalsvoort, 1994), and Regulative Behavior (Wertsch & Sammarco, 1985). Factor analyses and analyses of variance showed significant changes with judgment before and after the intervention in favor of the children with poor ratings before the intervention. Regression analyses revealed that all children elicited positive social support. No group differences were found with competence. No differences were found when comparing regulative behavior and quality of arithmetic instruction between groups. Discussed is whether the finding that changes occurred in judgment of academic performance after the intervention refers to the confrontation with actual performance (in stead of global judgment), or to processes of self fullfilling prophecy, since both the factor structure of the judgment and the actual behavior of the teacher changed with low rated pupils.

Marie Adams
Wellington College of Education, New Zealand

(Symp 27)

BEGINNING COMPETENCIES OF EARLY CHILDHOOD EDUCATORS TO WORK WITH INFANTS AND TODDLERS

Te Whâriki, the recently published National Curriculum Guidelines for Early Childhood Education in Aoteoroa/New Zealand provides a framework and structure for a co-ordinated approach for what is taught in Infant and Toddlers programmes throughout the six Colleges of Education we have in the country. There is a recognition that to work with infants and toddlers specialised training is required. Since 1989 students graduate with a Diploma in Early Childhood Teacher Education within a three year timeframe. My research wanted to test the hypothesis that beginning practitioners were competent to work with under three-year-olds. This paper will describe the specific competencies that supervisors wish to see present in beginning practitioners.

The recommended competencies will be described using a feminist framework and the phenomenological reserarch approach that was used to gather the data.

Ten experienced centre supervisors were interviewed in the four New Zealand cities - Auckland, Hamilton, Palmerston North and Wellington. (New graduates, students in training and lecturers from the Infant and Toddler programmes in the three North Island Colleges of Education were also interviewed), The findings and recommendations were grouped in headings in order of priority:

Good communication skills
Understanding how small children grow
Programme planning
Health and safety needs
Working with infants
Providing a programme for toddlers
Personal qualities of the educator

The content has been analysed and comparisons are made with the current programme offered at the Wellington College of Education. Findings from the study and recommended changes to the preparation of students will be discussed.

Lieselotte Ahnert **(Symp 22)**
Interdisciplinary centre of Applied Research on Socialization,
Berlin, Germany

DEVELOPMENTAL CONSEQUENCES OF INFANTS' INTERACTION PATTERNS DURING ENTRY TO DAYCARE

When a child enters daycare he encounters a new differently structured environment than that of his family. This study aims to investigate the infant's interaction patterns with the caregivers which emerge after the infant has entered the daycare center. It was of particular interest to study to what extent the caregivers interact with the child on a developmentally appropriate level and stimulate its social and cognitive development.

The investigation began with a home visit immediately before the child entered daycare and continued with follow-up observations over the first four months of daycare in the daycare center. Seventy one-year olds were videotaped in play situations with their mothers at home and with their caregivers in daycare. Bayley Scales were administrated during the initial home visit and at the end of the infant's adaptation to daycare.

We discovered two patterns of caregiver behavior: facilitative and controlling, and two levels of social behavior of the child: only direct expression of feelings and needs and relating to the caregivers via objects. The two levels of social behavior correlated with lower and higher levels of cognitive development.

The data revealed discontinuities of the levels of social behavior for some of the children. Children who changed to a different level of social behavior in response to entering daycare - which led to discrepancy between their social and cognitive levels of development - showed lack of cognitive development when the caregiver adapted to the child's manifested level of social behavior.

Bezhidar Angelov & Luthia Angelova
University of Sofia, Bulgaria

(Symp 18)

ART AND TELEVISION: SOCIALIZING INFLUENCE ON CHILDREN OF PRESCHOOL AGE (3 - 7 Years Old)

The socializing role of television and art on children of preschool age is analyzed in a comprehensive way with an emphasis on children´ relationship with the group, interpersonal relations and personality-forming influences. The effect of the latter is carefully studied against the background of children´s daily activities. The paper focuses on the importance of games as a socializing instrument in preschool age, children´s communicative competence and their attitude to speach and language.

The mechanisms of interpersonal perception in the process of socialization through television and art are described and the possibilities for influencing children´s value orientations are evaluated. Special attention is paid to the interaction of art and television and its role on young children´s development.

Olga Aponomeritaki
University of Thessaloniki, Greece

(Poster session 1)

RECYCLING PROGRAM IN KINDERGARTEN

It is generally admitted that man's present behaviour towards the natural world is in conflict with the ecological balance necessary to maintain the health and well-being of the Earth.

Emphasis on environmental education in curriculum and instruction is considered an important aspect of the educational process.

Environmental education in particular for young children (3-7) is quite important, knowing that children's values are formed at this age.

Cognitive theorists suggest that conscience and values begin developing early in the socialization process. Hence, children can have an impact on the attitudes and values of their peer group and their parents, facilitating changes in present behavior. In addition, children of today will be the decision makers of tomorrow.

Consequently, helping young children become aware of the concepts of "Recycling Solid Waste" may help to establish habits and attitudes which will reduce energy consumption in the future.

Having in mind the above, we carried out an environmental education project on paper recycling with 20 four and five years olds at the 4th public Kindergarten of Triandria - Thessaloniki, Greece.

The time length of the program was seven months. There was a pre-test and post-test for the evaluation of the results.

In conclusion, all children appeared to profit substantially from the recycling program. At the end of the program they had significantly more information relating to solid waste-recycling that before the program. They seemed to have changed attitudes toward the above concepts.

Jane Arthurs & Julian Elliott
University of Sunderland, UK

(Symp 3)

"POLEMIC IN THE TEACHING OF READING: A NECESSARY WEAKNESS?"

The Great Debate on the teaching of reading (top-down versus bottom-up) has been resolved! Electicism and moderation are now part of an educational zeitgeist whereby 'doing a bit of everything' is synonymous with good practice. To what extent, however, does this result in educators losing sight of any sense of direction, purpose or goal? Will this, in turn, lead to an arbitrary provision of limited, discrete practices, rather than an integrated range of reading activities, based upon mutual understanding, on the part of teachers, parents and classrooms aides, of those ways which best facilitate the reading development of young children?

Arthurs et al. (1993) outlined the initial stages of an intervention programme which sought to train volunteers to assist young children in the development of early reading skills. Its focus was the volunteer training programme and the extent to which this appeared to be successfully introduced into schools. In contrast, this subsequent paper addresses the teachers' understanding of the reading process and their ability to communicate this to a wider audience, including the classroom volunteers.

Data were produced from a series of individually conducted structured interviews with both teachers and classroom volunteers. Teachers were asked to give an account of their practice and outline the theoretical and professional bases which underpinned this. In addition, they were asked to indicate how such perspectives were made available to classroom volunteers, some with little or no training in the teaching of reading. Volunteers were asked to give an account of the guidance and exposition received from the teachers.

A significant finding, and one upon which this paper will focus, was that although teachers were able to outline a wide range of practices, they tended not to offer an underlying rationale for these and, in subsequent discussions, focussed upon a rather global indication of success or failure rather than more detailed analyses.

This paper will suggest that such findings may, in part, result from the widespread acceptance of eclecticism in the teaching of reading. The outcome of the reading debate has been 'an honourable draw' and a general acceptance that all approaces are important. This, however, has led in some instances to the arbitrary selection of particular elements resulting in a lack of clear focus on the part of many teachers. At their best, the entrenched positions of the various 'reading camps' resulted in a clear articulation of a series of practices which were informed by a tight and rigorous theoretical model. The present consensus, however, may have resulted in many teachers losing sight of what they are doing and why.

Finally, this paper will briefly discuss the implications of this finding for educators of young children.

Maj Asplund Carlsson & Ingrid Pramling
Göteborg University, Sweden

(Symp 23)

'The Giving Tree' in Sweden and China

Narratives have previously been shown to be culture-specific both in structure and content (Bartlett, 1932; Dundes, 1976; Mandler, 1984). The tale *The Giving Tree* by Shel Silverstein, is built on the Jewish tradition of tales. It has previously been used in research on children and adolescents 8-18 years, in different cultures (Moriya; 1989), mainly focussing differences in interpretation of symbols, as well as the message in social and interpersonal terms, in relation to gender as well as culture.

In our study, 6 years old children, 93 Swedish and 25 Chinese, were interviewed about how they understood the tale *The Giving Tree*. The phenomenographic analysis shows how children in China and Sweden recall a narrative, how they understand certain aspects of this tale and how they experience the message and meaning of the tale. The comparison reflects cultural aspects of understanding and learning in relation to a tale, especially the Chinese concept of memorization previously discussed by Wen & Marton (1993) and Swedish children´s conceptions of knowledge and learning presented in Pramling (1983).

Sofia Avgitidou
Sussex University, UK

(Symp 1)

CULTURES AND SETTINGS, PROVIDING A CONTEXT FOR FRIENDSHIP DEVELOPMENT IN EARLY SCHOOLING

This paper is concerned with the methodological and research implications for the study of children's friendships in context. Research on young children's friendships has mainly emphasised their superficial and momentary nature (Selman, 1980; Bigelow & La Gaipa, 1980). The underlying framework of such research methods and findings is the developmental - constructivist one based on the work of Piaget and his followers. However, a different research perspective involving a contextual - ecological framework provides different insights into children's early abilities to form stable and close relationships with others (Corsaro, 1985, Rizzo, 1989). Under this framework, taking context into account is an unavoidable and essential feature of the research practice in order to understand the phenomena under study. Context in dynamic in the way that it forms an achieved and negotiable part of any social interaction (Cook-Gumperz & Gumperz 1976). In terms of children's friendships, context not only provides information about these relationships but is the frame within which these relationships develop.

This reported research studies the nature and characteristics of children's friendships in a specific setting, that of the classroom; drawing upon educational elements such as the classroom organisation and teacher's interpersonal strategies it discusses their effect on the nature of friendship. A cross-cultural study of children's friendships in an English and two Greek kindergarten classrooms is employed in order to embody context in the macro-level, that of the culture. The research employs three case studies within which interviews with the children, the teacher and their mothers are conducted; intensive observations of children's interactions and their emerging friendships take place in the daily classroom context. The cross-cultural study establishes a view of relationships and interactions as inherently situated phenomena. Initial findings elaborate on the meaning of setting and culture in a variety of analytical levels concerning children's early friendships. Elaborations include the teacher's setting up of the classroom, the affect of the peer culture and of individual characteristics on the nature of friendship. These elaborations provide understanding and implications for educational practice in relation to friendship development.

Jane Barron
University of Waikato, New Zealand

(Symp 13)

SENSING GENDER: A DECONSTRUCTION OF EARLY CHILDHOOD GENDER EQUITY PRACTICE IN NEW ZEALAND

Traditionally gender equity theory and practice in New Zealand early childhood has been based on sex role socialisation theory. Sex role socialisation theory states that children learn about sex roles from observation of the roles other people adopt and model and from models portrayed in the general environment via such mediums as books, television and movies. From these "models" children can learn stereotypic roles (for girls submissive, dependent-like roles) or non-stereotypic roles (for girls adventuresome, independent roles). The practice related to this theory centres on such strategies as encouraging female educators and parents to model "non traditional" behaviours by working in "non-traditional" areas of the centre such as the carpentry area and the introduction of non-sexist books and puzzles into the centre programme.

Recently a number of theorists have critiqued sex role socialisation theory. In doing so theorists such as Bronwyn Davies and Valerie Walkerdine draw on a body of theory called post-structuralism. Davies, in critiquing sex role socialiation theory and practice, states that children won´t necessarily get the message from non-sexist resources because they are not passive receivers of information to be socialised or "pressed" into roles. She contends that her research shows that children construct their own knowledge and understanding (or discourses) of gender relations and their inherent power dynamics. Related to this she believes the most effective gender equitable strategy is the supporting of children to talk about and understand gender power relations (or "deconstruct" them in poststructuralist terminology). While post-structuralists such as Walkerdine and Davies have conducted research in this area, substantive directions for related practice are not indicated.

Early childhood practitioners have critiqued this lack of generated practice and have called for this practice to be developed. This paper outlines a resource bases strategy to develop practice in this area. The author developed a video which showed children responding to a "feminist" tale. This video was then used as a training tool to demonstrate to early childhood educators possible strategies to employ with children when supporting them do deconstruct the text of a story. Early childhood educators who were participants in the study had already developed their own strategies of deconstruction and these were included as part of the video. This study extends some of Davies´s work. Possible directions for further extension are indicated.

Gill Beardsly (Symp 1)
University of the West of England, UK.
Majda Plestenjak
University of Ljubljana, Slovenia
Lena Stenmalm-Sjöblom
Växjö University, Sweden

STUDENT TEACHERS VIEWS OF THE WORK OF THEIR FUTURE COLLEAGUES

Starting point

The idea to this research came up during the EECERA conference in Kriopigi, Greece, 1993. There is a need for a closer connection between elementary school and early childhood teachers. The realisation of this connection is possible in two ways:

- integration of both systems
- cooperation of teachers in the elementary schools and the early childhood programs.

Cooperation between teachers will be satisfied if it is based on reciprocal interests and appropriate information concerning professional roles. One important thing is how they view each other.

The research problem

We wish to identify student teacher opinions/views of the work of their future colleagues. *What differences do they observe in the roles of the early childhood and elementary school teachers?*

Background

In *Slovenia* the early childhood level (from 1-7) is a part of the formal educational system. When the child enter the elementary school (it lasts 8 years) he/she has only one teacher the first four years of schooling. The teacher is teaching all subjects in one class. From 5th to 8th class the lessons are taught by subject teachers. All teacher qualifications are at graduate level (4 years university courses) except early childhood teachers. They are trained in 2 year courses in Faculty of Education (below university level). *Sweden* has an early childhood program for children up to seven (day nurseries and nursery schools). It is not compulsary and not part of the educational system. 98 % of the 6 years old children are in the program. From 1991 it is free for 6 year olds to be part of the elementary school. All teachers are educated at university level. 3 years for the early childhood teachers (from 1993) and 4 1/2 years for the lower elementary teachers (from 1988), In England the child enter the school (primary) when he/she is 4-5 years old. There are different settings for children from birth to the child's fifth birthday. Nursery schools are open for 3 and 4 year olds, but less than 20 % are in local education authority nurseries. Teacher education in England is either 4 year. B.Ed/BA or a one year PGCE following a three year degree.

Methods

As a start a questionarie will be sent out to early childhood and elementary teacher students. Students who just have began the courses and students who are in the end of the courses.

Egle Becchi, Anna Bondioli, Monica Ferrari & Paola Livraghi
University of Pavia, Italy **(Symp 22)**

REGULATING THE INFANT'S ENTRY TO DAY-CARE AND THE QUALITY OF THE DAY CARE CENTRE

The main hypothesis of the study was that the quality of daycare relates to the attention paid to the entry of the infant into day-care.

73 day-care groups (32 day-care centres of a Province in the north of Italy) were evaluated by the Italian version of ITERS. Two items concerning the transition of infants from their families to day-care were added, in order to find out if the characteristics of entry to the centres are connected to their quality. The first item dealt with making the transition gradual by regulating the presence of the parent during the entry into day-care. The second item dealt with scheduling the times of entry throughout the school year.

Results

The main results were:

- significant positive correlations between each of the two items concerning transition and the global total score quality of the groups. The correlations of the first item were appreciably higher than that of the second one.

- both items were more highly correlated with learning processes and the organization of daily activities within the group than with the provision of furniture and materials for children and meeting adults' needs for space and training. Thus the stronger link between regulating the infants transition from the family to day-care and the quality of a centre (group) pertained to internal conditions and processes while the weaker link pertained to quality criteria which depended more on externally determined factors.

Florence Beetlestone
University of Greenwich, UK

(Symp 11)

PROMOTING SCIENCE IN THE EARLY YEARS THROUGH HOME/SCHOOL ENVIRONMENT

Home/School Links

The paper will look at ways in which children were the initiators of link between home and school. The focus of the study, was the development and promotion of science packs for use in the home. The study was a piece of small scale action research based in a classroom with 5-7 year olds in an Inner City London school.

There were major findings in relation to:

1) The organisation and teaching of science in the early years.

2) The way in which children can act as initiators and developers home/school links.

Definition of problem
How to increase childrens' participation in science through parental co-operation.

Theoretical basis
Classroom based action research.

Methods
Through the development of parental involvement by disigning and using "science packs" to be used at home.

Major findings
The packs dramatically increased children´s enjoyment and learning in science.
The packs proved to increase parental awareness and participation in science.
Children were initiators of the home/school links.

Implications for practice
More thought needs to be given to developing ways of using children as initiators in partnership models.
There are major implications for the organisation and teaching of science in the early years.

Kuno Beller, Walter Stahl, Marita Stahnke & Holger Wessels
University of Berlin, Germany **(Symp 22)**

THE PACE OF THE TRANSITION OF INFANTS FROM THE FAMILY TO DAYCARE

The basic hypothesis of the study was that gradual transition enables the child to cope actively with change and adjust better to new situations, than abrupt transitions which may produce helplessness and a poorer adjustment.

To make possible a gradual transition, the entry into daycare was monitored for 24 mother-infant pairs. (Average age of infants was 10.5 months). It was suggested to mothers to stay with their infant for at least two weeks, to remain available (responsive) to the infant, allowing it to move away from her at its own pace, to gradually increase the child's length of stay at the center and to transfer care gradually to the caregiver. The caregiver was encouraged to make at first only distal and indirect contact with the child permitting the child to take the initiative.

14 mothers cooperated. 10 mothers did not cooperate and made the transition abrupt and/or discontinous. Daily observations were made during the first 4 weeks of the transition. 15 months later the infants and their mothers were observed again. The caregivers were observed 2 and 12 months after the infants' entry to daycare.

Results:

Infants, who experienced the gradual transition (Group 1) expressed at first more emotional distress, and less interest in the new environment than children in the abrupt transition (Group 2). 15 months later the differences between the two groups reversed. At this later time mothers of Group 1 were more responsive to their children and to the caregivers than the mothers of Group 2. Two and twelve months after the infants' entry to daycare there were also significant differences between the educational styles of the caregivers from Group 1 and 2.

Sigurd Berentzen
University of Bergen, Norway

(Symp 7)

STAFF DISCOURSES AND CLASSROOM DISCOURSES: THE CONSTRUCTION OF CULTURAL MODELS IN CHILD SOCIALIZATION

How to get a more adequate understanding of the complexities of children's social worlds and development is a basic question. This general problem will be addressed by demonstrating the importance of the ethnographic approach and how ethnographic data can be used to develop models about cultural learning, social connections in children's worlds and how transformation in children's concerns and social understandings take place. Such problems will be discussed by a study focusing on how various contexts give constraints and implications for children's behaviour in a kindergarten. In the paper I will analyse

1) the frames of instruction, control and scaffolding which the adults use when they relate to the children's behaviour and how typical discourses between adults and children develop during these encounters

2) how children's behaviour and "what's happening in the kindergarten" are discussed during staff-meetings and leads to the planning of specific pedagogical and moral measures and,

3) how teacher and parents inform each other about the characteristics of a child's behaviour and social development and what is the consequences of this information exchange.

These empirical analyses give knowledge about cultural learning taking place in a kindergarten both for the children and for the teachers. E.g. children learn more about conceptions such as the social self, action, conscience and responsibility and the teachers develop during their confrontations and cooperations with children an understanding on their social role.

A basic problem in my approach is to find ways to integrate in one empirical-analytical frame the individual processes which particular children is involved in with the wider social constraints and more collective processes. This combined approach give a background to discuss the relationships between pedagogical practice and the various cultural traditions which the participants in a kindergarten tries to make relevant. Hopefully I might say something of interest on the problems and dilemmas the adults and the children experience in a kindergarten and how a child's kindergarten participation can be seen as a transitional event in the context of his larger life-situation.

Lars-Erik Berg
Göteborg University, Sweden

(Symp 18)

CHILD, IDENTITY CONSTRUCTION AND TV; A THEORETICAL APPROACH

The paper is a theoretical contribution. It regards the electronic media as a way of communication. An attempt is made to isolate the principles of this type of communication, in regard to their relevance for the psychological development of the child's personal identity. The discussion takes off from a distinct perspective of identity formation, called symbolic interactionism, and all facts stated about TV as communication medium are put forward in relation to this theoretical perspective. This means that my description of TV will be selectively drawn, rather than depicted in all it's objective details. The result will be a hypothetical discussion of TV's consequences as regards childrens identity construction. So the main themes are: 1) Identity construction in children as deduced from interactionistic theory, and 2) some properties of TV broadcasting programmes, and the problem focused is 3) The dialectics between these two forces.

Four problems will be focused. First, TV predominantly is a one-way type of communication, while identity construction can be seen as a principally double directed communicational process. Second, free conversational exchange is inhibited because of some powerful forces of cognitive kind residing in TV. Third: The same could be said of the dramatic force residing in this medium. Fourth: The inner conversation, reflective consciousness, necessary for identity construction, is influnced in certain ways by TV.

Marjanna Berg-de Jong
Lund University, Sweden

(Symp 3)

PHYSICAL ASPECTS OF DAYCARE ENVIRONMENT

In the evaluation study "Economical aspects of childcare" which focused on effectivity and quality, the physical environment was assessed using the Early Childhood Environment Rating Scale, ECERS (Kärrby, 1992). In a follow-up study, staff were interviewed and floor plans of the centers were collected.

In the present study, floor plans of four of these centers were selected for analysis with the method of Space Syntax.

Comparisons are made of

1) the results from ECERS concerning properties of the layout of the building and the Space Syntax method.

2) the relation between layout properties and other aspects of quality of the centers.

Marjanna Berg-de Jong
Lund University, Sweden

Stig Broström
Royal Danish School of Educational Studies, Denmark

Maritta Hännikäinen
University of Jyväskylä, Finland

Lena Rubinstein-Reich
Lund University,Sweden

Sven Thyssen
Danish National Institute for Educational Research, Denmark

(Symp 8)

QUALITY OF THE CHILD´S LIFE IN NORDIC DAY CARE CENTERS

Discussion of theoretical concepts

In connection with a Nordic research project on quality in five-year-old children´s lives in day care center, some theoretical concepts will be discussed and illustrated with examples from preliminary observations of children in their day care centers. The concepts in question are developed on the basis of some general assumptions about children as constructors of their own lives. Thus, the concepts concern whether the child is a subject, an active agent in the social processes he or she is involved in, or whether he or she is an object in processes of others.

The concept of object has other meanings of significance for the understanding of the activity of the child, too, and these meanings will be discussed in the presentation.

Stig Broström
Royal Danish School of Educational Studies, Denmark

(Symp 14)

DRAMA-GAMES WITH SIX YEAR OLD CHILDREN - POSSIBILITIES AND LIMITATIONS

Play has a crucial role in early childhood education. In Denmark the cultural-historical understanding of play activity (Vygotsky, 1978; El'konin, 1980; Leont'ev, 1981) has had a growing impact on professional educators during the last decade.

Important changes take place in the children's psyche through play. In role play the child raises the demand on him- or herself and with that brings him- or herself into the zone of proximal development (Vygotsky, 1978). During the age of six, the role play changes. The children become more conscious of the imaginary play situation (El'konin, 1980) and a growing awareness of the purpose of the play comes into existence. The development of this new level of play makes it possible to introduce new types of play. Through a developmental research in a day care centre we experimented with a new type of play, - 'frame-play' or 'drama-games'. The problem is if this more planned play will spoil the characteristics of the role play and with that the child's experiences of meaningsfulness and flow (Csikszebtmihalyi, 1979).

In connection with a few play sequences some theoretical concepts will be discussed and form the basis of an assessment of this form of play. Finally some educational implications of the drama game will be discussed.

Ingerid Bø
Stavanger College, Norway

(Symp 17)

INTERSETTING INFLUENCE ON PARENTING STRENGTH

The purpose of this paper is to propose a conceptual model that focuses on the conditions of parenting and to explore possibilities for support to the parenting function. The discussion is based on theoretical concepts involving both psychodynamic viewpoints and an ecological perspective on human development. Illustrations are drawn from research as well as practical experience and some questions for further research are suggested. The underlying assumption is that in strengthening parents we may positively influence the experience and behaviors of young children.

The paper proposes that across social and cultural differences the parent´s sense of meaning, sense of agency and sense of support are significant variables in parent strength. But the inner conditions are not independent of the outer lifeconditions - the environment. The environment was partly there yesterday - shaping the personalities of the parents as they grew up, including their sense of meaning, agency and support. The environment is also there today - giving parents differing psychological, social and material conditions for the parent role and other roles. The issue of time is moreover one of historic time. What forces in our present society influence parenting capacity in a more general sense?

The concepts suggested as tools to capture inner conditions essential for parenting will in the paper be related to outer conditions by placing both in a system perspective. A system perspective highlights the interdependence between settings and forces. Examples are given to suggest how settings in interaction can contribute to parenting strength. The interaction between the family on the one hand and child daycare, school, neighborhood, parents work-place etc. on the other is obviously of interest. But interaction between these other settings and between all settings and forces in society at large (the macro level) must also be considered.

Helen L Carlsson **(Symp 1)**
University of Minnesota, USA
Lena Stenmalm-Sjöblom
Växjö University, Sweden

ECHOES OF THE MACRO-SOCIETY: PARENTS AND PROFESSIONALS IN TWO COUNTRIES SPEAK ABOUT EARLY CHILDHOOD EDUCATION

Definition of the Problem
This study was designed to compare the perspectives (related to early childhood education) of parents and professionals in two countries, to describe connections between these views and their respective macro-societies, and to draw implications for practice.

Theoretical Bases
The systems' perspective of Bronfenbrenner, the cross-cultural pattern framework from Stewart, and the parent "voice" and involvement perspectives of Honig formed the bases for this study.

Methods
In-depth interviews with key informants (parents and professionals) representing different types of early childhood programs in selected counties in two countries were conducted. The interviews were analyzed inductively using the qualitative methods of Bogdan and Biklin (1987) and Erickson (1990).

Major Findings
At the macro-system level, US informants emphasized safety and regulation of early childhood programs as well as emphases on both building self-esteem and obedience; they described the support system found in early childhood programs. Swedish informants stressed the importance of early childhood education in society and the need for children to learn consideration for others.

At the meso-system level, US informants emphasized giving information to parents as well as conversing with them and building support networks. Swedish informants stressed mutual sharing with parents and informing parents about what their children were doing. In both US and Sweden, professionals (and parents) valued developmentally appropriate practice and creative expression.

At the micro-system level, US informants emphasized 1) creativity and extension of children' s initiations, 2) strict supervision to enforce rules, 3) great numbers of activities (both teacher-directed and child initiated), 4) materials (both closed and open). Swedish informants emphasized extension of child's initiations as well as listing no materials and very few numbers of activities.

Implications for Practice
First, understanding the connection between macro-system and early childhood programs develops more sensitivity to the possible contradictions in what society expects of children, and in turn, early childhood educators and parents; this understanding could contribute to a more empathic climate. Second, generating alternative approaches to early childhood education programming arises from the realization that some societies have made choices to develop priorities based on stimulating activities used in individualistic ways while other socieities have focused on being with children an extending their interactions. Finally, an understanding of the role of early childhood programs in a society arising from a study such as this leads to a deeper recognition that the meso-system--the early childhood program and the families of young children-- and the macro-system--the society in which the program is found--interact in complex and multidimensional ways to shape each other. This proposal relates to the general micro-macro focus of the conference and the theme of cross-cultural perspectives.

Jos Castelijns
Utrecht University, Holland

(Poster session 2)

RESPONSIVE INSTRUCTION FOR YOUNG CHILDREN

Definition of problem and theoretical basis

Every schoolyear teachers of young children find themselves confronted with one or more pupils who seem to have a permanent lack of attention for work and play. Often they demonstrate a lack of initiative in learning and exploring new situations and materials and they tend to take a passive attitude when problems in work or play occur. In cognitive-motivational literature they are often referred to as 'inactive learners' (Torgesen, 1974).

These children are at-risk when education becomes more formal and reading and math tasks are assigned. Very soon they find themselves in a situation of constant failure and cumulating loss of self-esteem. As a result they withdraw from these situations (Deci & Chandler, 1986, Harter, 1992).

Teachers do their best to give support, but sometimes without succes. After a period of failing to help these children, they also withdraw from the child. They are discouraged and feel incompetent as professionals. Both child and teacher find themselves in a situation they feel uncomfortable about (Good & Brophy, 1987). Recent Dutch studies (Riksen-Walraven, 1989; Smits, 1993) emphasize the importance of the quality of teacher and young child interaction.

In a project (orthopedagogisch project Afstemming: op-A) conducted at the Utrecht University an intervention program for teachers in grade 1 and 2 is developed and tested. Its main goal is improving the work and play behavior of the child (e.g. making the child more motivated to engage actively in work and play and to pay more attention to activities he is involved in). Responsive instruction is regarded as an important vehicle for enhancing this behavior. We define Responsive Instruction as activities a teacher undertakes to support children in choosing, planning, executing and evaluating their own activities; teachers who are responsive show the child that they are available for giving support; they are willing to take the child's perspective on the problems that emerge from work or play; they give positive feedback and they challenge the child to take an active role in solving his problems.

Methods

We visited teachers in their classrooms and made video observations we discussed immediately afterwards with them. We used a device that contained a model for responsive instruction and challenged the teacher to analyse her own interactions with the 'target' child. We also asked her to generate alternatives. Those alternatives were applied by the teacher in her own classroom during a 4 week period. After this a new observation was made to establish effects and to discuss them with the teacher.

Findings and implications for practice

The experimental version of the intervention program is tested and modelled on the basis of the data we collected. The new version is tested with 20 teachers and 40 five and six year old children. Although there are no data available at this moment, case studies present an interesting view on the process of change in teacher as well as child behavior. In interviews teachers report that their perceptions of the child are more positive and they claim to feel more competent in helping them.

After a final analysis of the data a definitive program will be developed and dissiminated.

Elisabeth Coates
University of Warwich, UK

(Symp 21)

PARENTAL CHOICE AT THE FIRST STAGE OF FORMAL SCHOOLING

Over the past decade there has been an increasing tendency for children in England and Wales to start formal schooling at four years of age. If children are to enter school at such a young age then selection of the most appropriate school is of paramount importance. Schools differ in philosophy, in teaching styles and even in physical layout and what may be right for one child may cause another distress. My aims, therefore in setting up this small project were to investigate what criteria parents used to select schools and how they obtained this information; to find out whether they felt that the information they received was adequate and to consider ways it might be extended and improved.

In the United Kingdom although there has been an increasing emphasis upon research into the early years of education very little seems to have been undertaken in this area. Recent projects which examined continuity from pre-school to infant school and provision for the four year old child have tended to focus upon the problems of transition and liaison rather than upon choice of school. Some investigation into this area has been included in Hughes' s (1994) study on Parents and the National Curriculum but it does not the major part of his research.

My research was carried out using four schools situated in different economic areas. Parents of children in their first year at school were sent questionnaires relating to their choice of school. These were followed up by interviews which explored some of the points at greater depth. Finally interviews were conducted with teachers, classroom assistants and nursery nurses.

Findings indicate that although location was the most important factor in parental choice of school, many parents thought that a happy relaxed atmosphere at this stage ranked above considerations of educational standards, good resources and facilities. Parents were not generally well informed about other schools in the area and relied to a great extent on recommendation. Interview data highlighted a general desire for more information about schools and suggestions were made about how this might be disseminated.

Reference: Hughes. M Wikeley & Nash. T. (1994) ' Parents' Choice of School' in Pollard A & Bourne J (Eds). Teaching and Learning in the Primary School. The Open University Press, Milton Keynes, U.K.

Deirdre Cook, Helen Finlayson & Elspeth Walker **(Symp 18)**
University of Derby, UK.

LAP TOP PORTABLES IN REAL LIFE PLAY SETTINGS: THEIR PLACE AND INFLUENCE ON PRE-SCHOOL LITERACY DEVELOPMENT

Definition of Problem

Recent studies have shown the power of real life settings in Early Literacy development (Hall 1987. Neuman and Roscos 1990. Whitehead 1990).

The motivational forces associated with computer use are well recognised.

This study investigates the effect of word processing programs and "portability" when computers are located in such settings to aid early Literacy by investigating:

- children's understanding of literate behaviour and their responses when relieved of the transcription element,
- the effect of large print word processing packages,
- the motivational impetus of computer focused interaction,
- children's use of their "world knowledge" as demonstrated in play settings where writing is within their expectations of adult behaviour.

Theoretical Basis

Within a developmental view of cognition, when favourable conditions are established, children are enabled to demonstrate their existing knowledge. Such knowledge is socially determined and negotiated with more experienced informants (Vygotsky 1978a). Play is recognised as one of the most powerful modes of learning for young children (Bruce 1990). This project explores symbolic play within the context of role play activities (Smith 1994). These supportive settings have to be both authentic and valid (Neuman and Roscos 1992).

Method

University Tutors. Teachers and students chose to create "real life settings" with enhanced literacy provision by means of "props" and tools (Hall 1987) further extended through the provision of a lap top portable computer. Within these play settings children were free to select tools and/or roles they felt appropriate to the specific context. The adult role was to support and extend the children's learning with particular attention to the use of the laptop. Informal observations were made and recorded, forming the basis for the project report, samples of children' s work were also included. The machines and software for the project work in school were provided by the NCET (Natioanl Council for Educational Technology) as a part of the Portable computers in Schools pilot project.

Major Findings

- as well as being motivating the computer provided a safe context for experimentation encouraging the reluctant writer to "have a go"
- children showed a considerable amount of knowledge about writing purposes and processes as well as concepts of print
- children were fascinated by the use of sound, they enjoyed associating letter names (heard) with letter forms (seen) and asked questions about grapheme phoneme correspondences
- similarly with upper case and lower case equivalences
- on the whole higher levels of knowledge were demonstrated than staff who knew the children well would have anticipated
- rapid development of confidence and skill (e.g. use of shift key, error correction, key pressure)
- frequent reading and re-reading of "texts"
- awareness that their actions on the keyboard produced the effect on the screen

Implications for Practice

- importance of teacher confidence with "hardware and software"
- significance of the adults concept of their own role
- importance of teacher's understanding of early literacy behaviours
- the relationship between children's real life experiences and the play setting
- portability/screen size/print size and other features relevant to the computer
- motivational factors.

Jenny Cumming
University of Sunderland, UK

(Symp 17)

ICE-CREAM AND CIGARETTES:
Home/School Liaison as a means of raising standards in an area of social deprivation

There is a research base to show that in England social deprivation is linked to low academic attainment. A number of reasons have been put forward for this; they are reviewed in the text. It is clear that the issue is complex, and that many aspects are not yet resolved. One issue which has been highlighted in a number of recent studies is that of low expectations on the part of both pupil and parents. The thesis of this paper is that the sharing of home and school cultures can beak down barriers and promote partnership.

Over the past 20 years there have been a number of initiatives attempting to address such issues through home/school liaison. One of the earliest workers was Eric Midwinter. The approach of many has been action research in the Stenhouse tradition and the evidence qualitative. The benefits of working with parents have been mentioned in recent Government directives.

The author has been headteacher of two different primary schools situated in a Council estate housing 30.000 people. The whole estate was designated as an area of social need. The author was the leader of a range of initatives designed to raise standards in her school through work with parents. The paper describes those strategies which were most successful in:

* raising standards of parenting

* encouraging parents to support children in their school work

* raising expectations of success in parents and children.

Implications for practice include an appraisal of those strategies in relation to their cost effectiveness.

Gunilla Dahlberg & Hillevi Lenz Taguchi
Stockholm Institute of Education, Sweden

(Symp 12)

PRESCHOOL AND SCHOOL - THE ENCOUNTER OF TWO DIFFERENT TRADITIONS AND A VISION OF A POSSIBLE SETTING OF A FRUITFUL AND CREATIVE INTERACTION

The problem of this paper has emerged from the issue of the six-year-olds, or rather of the possibility of lowering the compulsory school attendence-age in Sweden. Since 1882 the age of compulsory school attendence is 7 years of age. The maintenance of this law can be seen partly as a result of a strong preschool tradition, which aims at making a happy, playful and secure childhood possible for all children in a system of quality childcare in all parts of the country, through the unification of care and pedagogics.

This paper should be considered an initial step towards a debate and discussion about the future schoolsystem including early childhood education. It is a theoretical and practice oriented researchpaper, which is founded on an analysis of the rise, development and maintanence of two different traditions concerned with cultural reproduction in the same society. A socio-historical and contextual analysis of the traditions of preschool and school, shows that these institutions of education and care are a result of the predominant values, notions and existing ideological, econimical, juridicial and social circumstances in each time. There is a large and decisive inheritance of ideas and notions, which is jointly shared by both traditions, but other ideas and notions that simultaneously distinguish these two traditions from each other. These differences are illustrated with the help of two social constructions of the child: "the child as nature" in the preschool setting, and "the child as a cultural - and knowledge-reproducer" in the school setting. These constructions should be seen as "conceptions of entrance" towards a deeper and more complex understanding of the traditions. On the basis of an analysis of differences and similarities of ideas, notions and practices, not only between the two traditions in a historical and contemporary perspective, but also between the tradition of school and preschool in other European countries, we believe that it is possible to reach a deeper and moer complex understanding. This understanding urge us to put forward an alternative construction of the child - "the child as producer of culture and knowledge" - as a starting - point for the discussion of the problem of representation and reproduction in our future preschool - and schoolsystem.

Charles Desforges, Martin Hughes & Cathie Holden **(Symp 4)**
University of Exeter, UK

WHAT DO PARENTS WANT FROM ASSESSMENT? WHAT DO TEACHERS KNOW OF THIS?

Summary

The research to be reported here was conducted in the context of the introduction of new assessment techniques associated with a market philosophy of education recently developed in England and Wales. The research question was, 'what are teachers' and parents' mutual perceptions of assessment, teaching and learning and what follows from these perceptions in practice?

The theoretical base was an attempt to use contemporary socio cognitive theory to contribute to an understanding of so called market forces in schooling.

A sample of 120 parents was interviewed individually using an instrument designed from a market model of presumed forces.

The major findings include
1. most of the assumptions of the market model were not sustained,
2. parents in general had progressive or child centred views of assessment,
3. teachers were unaware of the parents' views.

Implications include the reporting of case studies of attempts to promote mutual and constructive views of assessment amongst teachers and parents.

Kapka Ezekieva Solakova
Plovdiv University, Bulgaria

(Symp 4)

"PARENT - TEACHER" INTERACTION OBSERVED IN CHILDREN'S SCHOOL PREPARATION

In this study we have focused our attention on the instructive and functional characteristics of the pedagogical interaction between a family and a kindergarten or in the narrow sense of the word - between a parent and a teacher, the important adults (in this text - by important adults we mean the parents and the teacher who play a significant role in the process of children's school education).

The theoretical grounds underlying the interest towards this problem include the following elements:

1) The kindergarden, the first unit of the educational system, aims at preserving the childhood values and developing the age potential of the children in relation to their school preparation. Thus, the basic principles of the educational system, continuity and advancement, are being realized. Children's school preparation is studied on two levels - personal and special.

2) The family is the social system in which a child develops as an individual and a personality. It is the milieu that directly influences the child's engagement in the society.

3) A child's communication with his parents and teacher, the important adults, is closely related to the social situtions in which a child develops (L. S. Vygotsky). Every problem arising in the interaction between a child and the important adults during the process of school activities, has an impact on the child's behavior in school.

4) The lack of unity in parents' and teacher's actions in relation to the objectives and content of a child's school preparation results in manifestations of disadaptation in the child's behavior after its enrollment in school grade 1.

We have conducted the following activities: systematic observations of practical teacher training regarding children's preparation for school and the teacher's relevant contacts with the parents; analyses of the programme documents of kindergartens; surveys and discussions with parents and 5 to 7 year-old children. A system of forms for interaction of parents and teachers during the process of children's school preparation has been suggested, based on the inclusive evaluation of the state of the problem studied in practice. This system aims at both improving teachers' work and adding to parents' pedagogical knowledge, as well as facilitating children's adaptation to the environment of school instruction and their new social position - that of students.

Hilary Fabian
Manchester Metropolitan University, UK

(Poster session 1)

THE TRANSITION FROM ONE SETTING TO ANOTHER: FROM PRE-SCHOOL TO SCHOOL

This poster session represents the early stages of my PhD study which is investigating the management of the admission and introduction of children from preschool settings into infant school in England.

The transfer from one setting to another, such as the transition to school from preschool settings, is a major change in a child's life. Due to national educational initiatives, which encourage schools to compete for pupils, there is growing pressure on primary schools to re-evaluate their admission and introduction strategies.

The methodology for the investigation is by case studies. These are taking place in three schools, each with different practice, but with similar catchment areas. A group of ten children in each school, their parents and teachers are being studied during their transition into school and throughout their initial years of school. The research is exploring:

- The children's perceptions of school before they begin.
- The parents' role, attitude and involvement in preparing and settling their child into school.
- Strategies employed by the school which make the transition and first days in school stress-free.
- Ways in which the nature of the transition from one setting to another influence attitudes, learning behaviour and achievement.

Inga-Lill Fjällsby
University College of Karlstad, Sweden

(Symp 15)

ALLERGIC CHILDREN IN DAY CARE CENTERS

Allergic reactions in children and adults have been focused upon during the last years. An official report, in 1986, focuses on the connection between allergy and environmental factors. In this connection day care centers and schools are mentioned as important surroundings for childrens development and health. The official report wanted to study if the present environmental conditions give the allergic children the same possibilities as other children to assimilate to education and social training. In Karlstad the local municipality have invested in both environment and education to prevent allergy and to make the stay in day care centers for allergic children easier. To be able to offer the same possibilities for the allergic children as for other children the day care centers must be constructed without allergy-forming material and without dust-traps. The local municipality hope that the investments that are made will help the allergic child to have a stay in the day care center which is stimulating and welldeveloping. Hopefully the investments made in the environment and the education of the staff will be of use to the allergic children and their families.

The study tries to answer the question: How does allergy minimization of the environment and education of the staff in allergy issues contribute to the allergic childrens developmental situation? The study includes seven day care centers built between 1967 and 1992.

Data have so far been collected via questionnaires to the staff. The questionnaires have been completed with interviews. The questions focus on the pedagogic environment for the allergic children. What pedagogic considerations are made and how do they effect the children? What problems do the staff experience and how do they handle them? How does education influence the attitudes of the staff?

Björn Flising **(Symp 12)**
Göteborg University, Sweden

THE SOCIAL, CULTURAL AND EDUCATIONAL WORLDS OF 7 - 10 YEARS OLD CHILDREN

The modern life of children can be seen as divided into different "worlds", for example home, school, school-age childcare centre, voluntary activities, peer groups. The theoretical perspective of the study presented in this paper is that children construct and develop their understanding of reality and competence to cope with it by being in active interaction with people and things in the physical, social and cultural settings where they spend their daily lives. The "athmosphere" of a setting is of great importance for the kind of competence a child may be able to develop there.

In my research I have interviewed 7 - 10 years old children about their experiences from and views upon their different "worlds".

From my research findings it is very clear that children see different functions fulfilled in different settings ("worlds"). One very general difference is that the children consider school as most important for their future life, for what the child is to become, while school-age childcare activities are seen as important for their quality of life here and now, for what the child is.

In Sweden of today there is a heavy ideology and tendency in the direction to increase cooperation and integration between the different settings children take part of. One major implication from my results is that attention must be given to the fact that every single child has a variety of needs and interests. To grant children good quality of life and developmental opportunities the settings (or "worlds") must provide the children with a variety of functions and opportunities. This might not be easily done where you strive for far-reaching integration between settings.

Björn Flising
Göteborg University

(Poster session 2)

MORE MEN IN WORK WITH CHILDREN

The project presented in this poster is aimed to find and analyse different ways of getting more men to take part in child care and educational work. The theoretical, or rather ideological base for the project is that care and educational work have a double function for the increase of equality between males and females:

To adults it is of importance that both women and men take active part in the joy and strain of working with children and taking responsibility for the conditions of childhood.

For children, in order to develop their understanding, attitudes and social skills concerning similarities and dissimilarities in the roles of men and women, it is of importance to meet both women and men in daily life.

The last sentence above puts the child in focus and could be reformulated to: Children have the right to meet both men and women in childcare services, preschool, school and other activities.

If there is agreement on these "statements", steps must be taken in order to get more men to work in childcare services. In the work of this project we have found some essential aspects wich might be summed up as follows:

In order to get more men to work in childcare services there is a need of:

- Information and "marketing" giving boys and men the opportunity to discover childcare as a field of work that might suit them.
- Support for those men going for, or already being in, work with children.
- Analysis and development of the tradition and culture (the "womens world") of childcare work and early childhood education.
- Change in "public opinion", the attitudes concerning male and female working roles and interests.
- Raise of salaries and social recognition.
- Training and education. Both men and women need good training and education to be professional child-care workers.

Lisbeth Flising
Göteborg University, Sweden

(Symp 17)

WHAT DOES CHILDCARE MEAN TO PARENTS?

This paper deals with the parents' perspective concerning childcare, that is preschool and school-age childcare.

In modern society people have many different roles, for example citizen, employer/employee, parent, child, sibling, friend, wife/husband, consumer and so on. Every one of these roles demand time and engagement and conflicts between them can cause stress and disturbances.

It is stated in official documents concerning preschool that parents have a right to be informed about, have influence upon and take part in the activities that their children are attending. The official documents also state the obligation of the childcare services to make this possible in different ways.

The aim of my research is to take the parents' perspectives in their relations to childcare as one of their many different roles. What is important to them and what are they willing to engage in?

In my research I have made interwievs with about 200 parents. Additional methods are observations and questionnaires. In my interviews and questionnaires I have asked about the parents' views about childcare, both in general and about their particular childcare center, the relation between job and childcare, expectations, cooperation, influence. I have also asked about other aspects of the parents' lives, such as economy, household work, childcare at home, spare time activities and support from others (friends, relatives, childcare center).

The paper deals with the relations between these items and the parents' opinions in these matters.

The most clear implications for practice from my studies are that parents are different and may not by childcare staff be considered as one homogenous group. The cause for these differences are social, economical and cultural and means that parents´ views have a wide range of variation.

Another important finding is that the concept of "influence" is complicated. Parents vary a lot in defining the concept and they also vary concerning the willingness and possibilities to exert influence in the activities.

It is important in discussions concerning cooperation between parents and staff to consider the various conditions that parents have to cope with.

Dimitar Giurov
Sofia University, Bulgaria

(Poster session 2)

THE FAMILY - A SOURCE FOR THE ACQUIRING OF SOCIAL EXPERIENCE AND ORIENTATION OF THE CHILD IN THE WORLD

The modern Family is existing in a changed social and historical situation - it is not numerous and its efforts are directed towards securing the material and spiritual needs warranting its minimum wage. The separation of the working place and domicile changes the rhytm of the family life. The professional engagement of the mother, which is not only a result of material considerations, is the reason for the care to be left to the public care institutions.

New prerequisites of positive importance for the existence of the family are:

1) Openess and democratism of the social processes, which breed honesty and frankness, lead to rejection of false dogmas and old-fashioned traditional norms of behaviour.

2) Openess of the narrow dependence between the efforts of people, for better life and co-experience of readiness for personal and social responsibility.

The problems of the partnership in the family are directly connected with the adoption of the moral values like subjective experience on the part of the child. Before the pedagogical society valid is the task for including the children in an environment adequate and estimates to be reached. In this respect we think to be of importance:

- the opportunity for personal intercourse with the parents in the family:
- the use of a system of situations for the development of interrelation models and their co-experience;
- the securing of the inviolability of the intimate feelings of love and trust in the family and assistance in settlement of the problems in the process of the child's growth.

These aspects enforces the establishment of public organizations, which to come in between the relations of the family and the children's public institutions and to coordinate the system for adoption of the social estimates in a scholarly-grounded way.

Vessela Giurova
Sofia University, Bulgaria

(Poster session 2)

THE CONTRIBUTION OF THE FAMILY IN MASTERING OF GAMES CULTURE?

It is well-known that the games culture comprises specific ways of a game of the children and the children groups in certain social conditions. It has age defined features connected with the structural, social and funcional characteristics of the environment.

In this case, the exposition puts a stress on the conscientious participation of the parents with:

1) the giving of an opportunity for a choice of a games environment on the part of the child:

2) the passing of games methods for becoming skillful with the games means:

3) estimation of the importance of the games skills and the games culture for the ability of the child to be trained.

Giving an opportunity for a choice of a games environment is connected with the structure of the space of the especially differentiated (by the family and the society) children's zone in the interior or exterior. In the recent years that tendency has been underestimated. It cannot be compensated also by, in the most cases, mistaken satiation with objects, where certain density of the use of he territory is required in compliance with the creative decision of the child.

With the passing of a games experience without giving a meaning to the functions and the purpose of the games means, broken is the connection objects games environment - games association - games culture, which illustrates the entirety of this model of public behaviour in pre-school age.

The activity and variations of the interaction of the child with the environment in the family conditions depend on:

- the way of living; impressions and needs;
- motivation of the behaviour; breeding style and subjective experiences;
- reaction to physical and social parameters - interrelation between compulsion and temper.

Jeanette L. Gosling
Worcester College of Higher Education, UK.

(Symp 27)

"COMING TO KNOW"

This paper will outline the underlying rationale for the writing of a personal/professioal journal by post graduate trainee teachers, and consider how, in particular, the stories emerging from this process transfer into practice and contribute to the quality of their developing professionalism.

It will be argued that the key points of a process which will empower the individual are:

i) the need for a negotiated form of learning

ii) recognising the significance of the role of collaboration

iii) the ability to identify the root causes of conflict and in the light of this understanding:

iv) to articulate how this can inform practice.

For there to be innovation and reformulation, in the ways in which we work, there needs to be a 'voice' and a belief in one's own voice. Without this, there is no transformation. The writing of a journal has a major part to play in the emergence of this voice.

The evidence to support this argument, located in the paradigm of Action Research, will be revealed through the 'voices' of the students as they tell their own stories.

Julie Hadeed & Kathy Silva
University of London, UK

(Symp 26)

THE EFFECT OF CARE AND EDUCATION-ORIENTED PRE-SCHOOL EXPERIENCE ON CHILDREN'S DEVELOPMENT IN BAHRAIN

Recent research evidence, primarily from the Western hemisphere, supports the belief that high quality pre-school experience has long-lasting effects on the development of children's later lives (Bruner, 1980; Schweinhart et al, 1993; Ball, RSA Start Right Report, 1994; Sylva, 1992).

The important questions posed for this investigation in Bahrain were:

1) Is attendance at pre-school centres (educationally and care oriented) associated with higher scores on measures of child development when compared to a control group of children who remained at home?

2) Is attendance at educationally oriented pre-school associated with higher scores on developmental measures than attendance at care oriented pre-school?

3) Are educationally orientated pre-schools providing ' a more favourable' environment when compared with care orientated pre-schools?

The method was a quasi-experimental design utilising pre and post measures over one academic school year period, 1992-1993 A total of eight preschool institutions were randomly selected from four catchment areas covering the entire island of Bahrain. Each area was represented by a sample of 35 children (matched on several background variables) from the two types of pre-school orientations and the home group (N=110, 18 in educational group; 48 in care group; 44 in home group).

Assessments were made of cognitive, social and emotional development. Additionally, two assessment procedures were used for studying the pre-school environments: the ECERS and the target Child Observation Instrument.

The results indicated that attendance at pre-school centres was associated with higher performance on most aspects of development when compared with children who stayed at home. There were significant gains on measures of cognitive development, social competence, and behavioural/emotional stability for pre-school attenders when compared to home children.

Children attending educationally-orientated pre-schools significantly out-performed children at care-orientated pre-schools and at home on all the measures of development and they made significant improvement over the tested time period .

When comparing pre-school environments (care and educational) it was found that the educationally orientated settings offered a greater degree of attention to personal care, language/reasoning experiences and the opportunity for creative and social development when compared with the care orientated pre-schools. Teachers at the educational centres were more inclined to support, question and have dialogue with the children when compared to teachers at the care centres. Children at care centres engaged more in adult-directed activites, spent less time in challenging tasks for shorter periods of time and had more dialogue with other children when compared with children at educationally orientated pre-schools.

Implications of this research for pre-school educators in Bahrain are discussed as well as varying definitions of 'quality'.

Gunhild Hagesæther (Symp 6)
The Norwegian Teacher Academy, Norway

BETWEEN THEORY AND PRACTICE - A STUDY OF FORMAL CURRICULA IN KINDERGARTENS

Presently no national curriculum for kindergartens are effective in Norway. However, in 1984 it was decided that all kindergartens should develop their own formal guidelines. Later an action were taken to develop a national curriculum, and this will be introduced in 1994 or 1995. The present study is concerned with the development of local plans in a sample of kindergartens.

Definition of problem

The following questions will be adressed in my paper:

1. Is it possible to read from the curriculum plans the educational ideas on which the activities in the kindergarten are based?
2. Are the preschool teachers able to choose between different educational theories, and tell which of them that characterize their plan and practice?
3. Do the categories chosen by the researcher coincide with those chosen by the preschool teachers?
4. Is there a connection between the design of the plan and the educational theories?

Theory

Current curriculum theories supported by theories about kindergarten education have been used. A detailed description of five different educational models are given. Four of these are well known by preschool teachers in Norway.

Methods

Curriculum guidelines from twelve different kindergartens situated near three educational colleges have been analysed. Two of the colleges have developed special models for curriculum planning. Following the analysis of the written documents, interviewes were performed with the heads of the kindergartens and one of the teachers attached to them.

Results

The analyses showed that eight of the twelve formal plans could be placed in one of the described models. However, most of these plans, as well as the other ones, had elements which belong to more than one model. A main finding is that the model into which I had myself placed the different plans, was also referred to by the preschool teachers. It was difficult to place the plans that used the plan design worked out by one of the colleges. All the plans from the area near the other college with its own plan model was categorized.

The preschool teachers were also asked to describe what a "good" curriculum looks like. These answers was used as criterias in the evaluation of their own plans. Some, but not all, of the plans did in fact correspond to the ideals described by the teachers themselves. Based on the analyses of the formal plans and answers given during the interviews, the preschool teachers stands out as reflected practioners. According to my judgement the plans developed most recently, can be said to be better than the oldest in my sample.

Implications for practice

The results may be used as an argument in the discussion about the design of the forthcomming national curriculum.

Monica Hansen
Göteborg University, Sweden

(Symp 7)

THE CHILD AND THE TEACHER IN TWO COOPERATING TEACHING TRADITIONS

Definition of problem

In recent years cooperation between teachers belonging to different teaching traditions or 'cultures' has become common in Sweden. Above all you find this during the first years of primary school where teachers from a preschool tradition (preschool teachers, recreational pedagogues) work alongside with primary school teachers.

To what extent and in what respects does the child differentiate between the teachers he/she meets during the school day?

To what extent do the teachers from the two traditions differ in their views of the children?

Theoretical basis

The paper explores a small part of a larger ethnographical case study of cooperation between teachers form different professional teaching traditions. The basis for the entire study is symbolic interactionism and culture analysis.

Methods

The basis for this paper is twofold:

1) A series of 27 interviews with primary school children, exploring their conceptions of the two different types of teachers.

2) A rating scale that the involved teachers have completed, in regard to the interviewed children. The main objective of the scale is not to evaluate the children but to explore if and how the teachers' conceptions of the children differ between the two teaching traditions.

Major findings

The children seem to be well aware of certain differences between the two types of teachers but their conceptions also seem to be related to whether the child takes part in the after-school programme (school age child care) or not. It is also possible to identify differences in judgement between the two groups of teachers, expecially in relation to gender (of the child). The findings are then discussed in relation to the two teaching traditions.

Boel Henckel
University of Karistad, Sweden

(Symp 4)

PARENT´S INFLUENCE AND RESPONSIBILITY IN PUBLIC DAY CARE SERVICES: AN EVALUATION OF PROJECT SÖRLIDA

The aim of the study is to evaluate a programme in a Swedish municiaplity in which the objective was to increase parents' influence on and responsibility for day care services.

In a report from the Swedish committee of democracy 1985 it was stipulated that the "users" of local municipal service in general ought to participate in and to take responsibility for the activities offered. In child care services the parents were to be regarded as the "users". In a municipality in the north of Sweden one public day care centre started a programme in order to try to increase parents' influence. The centre catered to the needs of different age groups; two groups of children aged 1-7, one open pree-school group and one leisure time group aged 7-11. After 3 years the program was evaluated.

Questions to be answered were. What kind of influence, responsibility and participation can parents have? What are the frames and forms of parents participation and responsibility in day care services? What kind of influence can they/ do they want to have in public day care service? What happens in a day care center when the staff must consider parent involvement in their daily work?

Methods: Interviews, questionnaires and observations.

Results: The results show that the programme was not successful when it comes to increased parent participation and responsibility. There were no conditions or opportunities for such involvement. But the program had other effects. The staff became more interested in giving "service" to the parents, for instance giving more information and they were more willing to help parents to solve problems with leaving and collecting the children. The staff increased their pedagogical awareness. They became more aware of what they did with the children and how and why. The staff was forced to develop new routines for planning, discussing and documenting the work. The observations show that a basic factor in paving the way towards increased parent influence and responsibility is the premises. A room for discussions must be provided.

Genevieve Hindryckx & Annette Lafontaine
University of Liège, Belgium

(Symp 17)

THE TRANSITION FROM FAMILY TO SCHOOL IN AN ECOLOGICAL PERSPECTIVE

Theoretical perspective

The Ecology of Human Development (Bronfenbrenner)

Definition of problem

Inside all the systems within which the child interacts as a direct or indirect partner, which are the variables likely to influence his/her development?

In order to try to identify those variables, our analysis lays on two levels: the educative practices inside family, the educative practices inside the extra-familial setting, the characteristics of the child's personal social circle, the living conditions of the family, the occupational characteristics of his/her parents, the socio-economic characteristics of the community.

Methods

A longitudinal survey which will follow a sample of 400 children (from birth to 20 year-old), that is a contrasted sample built from the characteristics of the commune wherein the parents lived when the child was born.

Technics

Interviews of the parents and yearly testing of the child.
Prospects: A questionnaire to pre-primary teachers and interviews of children.

Particular topics

Our presentation will focus on the transition Family-School: a series of informations were collected when children began to attend pre-primary school; their age, the chosen school and the reasons for this choice, the timetables of frequenting, how did the child live this event (*) and how did the parents do it (*), which factors made this start easier or conversely more difficult, the child's attitudes towards school (*) and at school, the parents' degree of satisfaction (*), where and by whom the child was taken care before beginning at scool, the parents' expectations towards school and their perception of the respective educative roles,...

Findings and implications for practice

Study about the influence on the three variables (*) output variables but which could play a mediator role in building the relations Child-Family School, of the other variables; the purpose of the examination of the elements which facilitated or at the reverse disturbed the school entrance is to draw some concrete suggestions for the improvement of settings.

Eeva Hujala-Huttunen
University of Oulu, Finland

(Symp 1)

CROSS-CULTURAL PERSPECTIVES ON INTEGRATION OF FAMILY AND DAY CARE

This study concerns children´s everyday life and childhood as societal and cultural phenomena on cross-cultural level, as well as parents´and educators´contribution to the process of upbringing in the families and day care centers. The focus of the study is to investigate how these settings are integrated in the child´s life. The research is implemented in the light of Bronfenbrenner´s ecological theory. It has a global view on the connections between child and the society and explains how the settings around the children are connected and what are the transmission factors between the settings.

The aim of the study is to examine how the educational functions of the family and day care interact and to compare the integration of family upbringing and day care education in three societies: in the USA, Russia and Finland. The sample in the investigation consists of 3-5 year old day care children in centers, their parents and teachers. The data has been collected by means of questionnaires administered to parents and teachers, observations of the children´s activities and interaction in centers, assessments in the day care settings and interviews with the directors.

The results show that families and centers as children´s growth environments in different societies vary quite a lot in the structural and quality variables. The view of education varied so that in the USA and Russia directors and teachers emphasized teaching as the most important orientation in their work while Finnish teachers emphasized upbringing and care giving. The most satisfied children with day care were found in Finland and in the USA when asked the teachers and parents. Russian parents seemed to be the most eager to change and develop the program content. All in all, the congruence between parents and teachers in their views concerning upbringing and education was very high inside the societies while opinions between societies differed quite a lot. In the light of these findings it is easy to say that the implementation of early education in centers is strongly influenced by the cultural values in societies.

Ulla Härkönen
Joensuu University, Finland

(Symp 13)

EDUCATORS´IDEAS OF SEX ROLES IN SMALL CHILDRENS´WORK EDUCATION

Aim:
The study is aimed at analyzing the ideas of educators in small childrens´work education. Their ideas are compared with the goals of work and equality educaton.

Problem:
In the understanding of educators, how do the sex roles appear in girl´s and boy´s work and the mother´s and the father´s approach to work education? How does the educators´understanding correspond to work and equality education goals?

Method:
Open questions, free answers. The material was analyzed by a qualitative and quantitative contents study method.

Results: (The results are based on the interpretations of the educators). Boys accumulate a wider and a more varied experience of work than girls. Girls´experience of work environments remains home-centred and it can be described as "a one pole environment". Boys´experience of work environment is both home-centred and strongly out-of home environment oriented and it can be described as "a two pole environment".

Girls´attitude to work is more positive than boys´and the problems are not difficult. Boys are eager to do work, but there is nearly as many negative attitudes as positive. Boys have many and serious problems with work.

Mothers work educate small children more than fathers. The significance of the parent of the same sex for children is great. Children´s work education mostly eminates from the mother, thus all work education can be referred to as feminine. Work education also manifests the masculine principle, but its significance is secondary.

In this study it is created three models of work education: the model of disequalizing work education (56% of all the classification units), the model of equalizing work education (21%) and the model of roleless work education (23%).

CONCLUSIONS:

Educators are striving towards equalizing work, but traditional models of sex roles are present to a very great degree. The training content of work education should be oriented to greater degree towards equality education.

Villy Spasova Iancheva **(Symp 19)**
Plovdiv University, Bulgaria

INFLUENCE OF FAMILY BACKGROUND ON THE COGNITIVE DEVELOPMENT OF CHILDREN IN THE EARLY CHILDHOOD PERIOD

Undoubtedly, the basis of personality formation is laid in the family. The family is the first unit of the whole socializing process. The adult family members possess moral values, society standards and cultural prospects which the young children must acquire. The experience gained by the growing children determines to a high degree the interaction child - family environment.

The operational - technical aspect of the cognitive development has been studied by many researchers. Communication as an element of this structure is the subject of our study.

The dependence relation of the type of communication and the cognitive activities in the system child - adult, investigated by E.O. Smirnova, H.T. Bedelbaeva, is a proof of the existence of correlative relations on the one hand, between the form of communication and the efficiency of memorizing (E. O. Smirnova), and on the other hand, with the mechanisms of mental development representing the character of the psychological preparedness for school education.

The above mentioned dependence relations examined in the organized pedagogical process are not analyzed under the conditions of family environment. The present study aims at establishing the dependence relation between the structure of the relations of the family members and the degree of development of the cognitive sphere - cognitive experience acquired, cognitive strategies.

Inge Johansson
Social Welfare Administration, Stockholm, Sweden

(Symp 15)

NEW SERVICES FOR SIX-YEAR OLDS IN STOCKHOLM. CONTENT AND DIRECTIONS.

Since 1992 children in Stockholm who are six years old are now offered a special kind of service instead of the ordinary day care. The content of that service has goals which should give a good preparation for starting school. The basis for the pedagogical work in these services is stated to be pre-school pedagogics.

Since the start in autumn 1992 a selection of services for six-year olds has been studied. The purpose is to see how their pedagogical content is affected by the goals mentioned above and by the fact that these new services are an integrated part of the primary school system intending to cooperate with the teachers there. To set a frame of reference 34 "traditional" groups for six-years olds in day care centers were studied as to their content.

Parents, children, staff and deans were asked through interviews and questionnaires. The major findings paint a rather positive picture of the services from both parents and staff. The pre-school teachers and the teachers describe the needs of six-years olds in similar ways. There are still certain aspects of cooperation between these services and those of the school that should be further developed.

The results of this on-going study can be expected to contribute to a discussion of how good pedagogical work and cooperation between preschools and schools could be developed in the future.

Jan-Erik Johansson
Göteborg University, Sweden
Lenira Haddad
Sao Paulo University, Brazil

(Symp 10)

THE STATE, THE KINDERGARTEN AND THE FAMILY. SWEDISH KINDERGARTEN AND DAY CARE EXPANSION 1960 - 1990.

The Swedish pre-school system, including kindergartens, day care centres and family care, today has reached a very high level of attendance, especially in comparison with other countries. But this has not always been the case. My aim is to describe the process whereby 10 000 children in day care in 1950 became 250 000 in 1990.

In the end of the 1940s the parliament decided not to accept any new day care centres - married mothers were supposed to stay at home with their children. This political decision was not changed during the 1950's. My aim is to describe and analyse the total change in child care policies that has taken place in Sweden since 1960.

I will describe this change first with the help of a family perspective: Today a vast majority of mothers with pre-school children are working outside their homes, and almost every Swedish woman is having children - and this is a completely new situation.

A general background is the change in Swedish economy since 1945. After the second world war wages started to rise faster than ever before. But there are other reasons too. One important factor is the reform of the school system which meant that girls gradually was given better educational opportunities after the 1950's. And, if you educate girls, then women had to have a possibility to work outside their homes, which means that day care becomes one possible solution among others. It is also important to notice that after 1970 the immigration of young male workers from different countries ceased.

Another background is the series of reforms which began already in the 1930's as a consequence of a debate concerning very low birth rates. The apparent raise in birth rates during the 1980's may be an effect of the reforms which aimed at raising the birth rates. There also has been a general change in family legislation that means that it today is possible for women both to have children and to work - even if it still is a hard job.

During the 1980's day care started to expand in smaller, rural municipalities. It means that pre-schools for the first time in Sweden no more is a pure urban educational system.

One main problem, however, is to describe the impact of the political decisions on the heavy expansion of day care. In general it is a complicated interaction between local and central decisions. My aim is to describe the central political decision, and then try to analyse the balance between different forces in this area. One interesting paradox is that conservative party has been very reluctant to day care in the parliament, but on the municipal level the same party often is ruling where the amount of day care and family care is reaching the highest levels. On the other hand workers often are said to be somewhat negative to day care, but labour union has been very positive in their view of day care. This paradox is easy to understand, however, since municipalities differ in the aspect if day care is possible to use for the inhabitants. If you work early in the morning, at night, or Saturdays or Sundays, traditional day care is of no interest, since it is closed. I hope to develop this later line of argument in the final paper.

Juliette Jongerius & Rudy Beernink **(Symp 6)**
National Institute for Curriculum Development, Holland

NATIONAL STANDARDS IN EDUCATION AND CURRICULUM DEVELOPMENT FOR YOUNG CHLDREN

1. Definition of the problem

In the Netherlands, national standards of primary education were operative in 1993. These standards are to be seen more as "content standards" rather than "achievement standards". They say something about the contents of the curriculum and not about the level or amount of the pupils' achievements. They are to be seen as "attainment targets" at the end of primary school. The function of the standards in curriculum development is, to be a reference in the selection of the contents for all the grades of primary schools They are one of the means to provide "continuity" in the curriculum of primary schools.

Nevertheless, their impact in the first grades of primay school is different from their impact in middle and upper grades. There is a difference in time spent on objects related to the standards, and there is a difference in the importance of subject matters for the grades.

In our curriculum for the first grades of primary school we make a proposal how to arrange "good practice", in which the characteristics of education for young children are taken into account, and in which the standards are a referential framework for the selection of contents.

2. Theoretical basis

Our basic assumption is an educational concept in which development of young children is seen as an interactive process between the child and its social, cultural and material environment. In the arranging of the education/learning situation the contents of the curriculum is one of the interactive factors.

3. Result and implications

The SLO has developed a curriculum for the first grades of the primary school in respect to the standards. The curriculum:
- is in line with the gouvernemental policy about standards
- is a contribution to the demand on continuity in primary school
- sustains continuity in the development of children
- can help teachers to arrange their educational setting for young children in such a way that it makes a real part of primary school and that it is "a good practice" for the children.

Maria Kallery & Demetra Evangelo
Aristotle University of Thessaloniki, Greece

(Symp 5)

KINDERGARTEN TEACHERS' IDEAS ON PHYSICAL SCIENCE CONCEPTS

Kindergarten children are involved in many experiences at school and in every day life invoking questions about the nature of things. They try to investigate the world around them and find answers to their wonderings. In this attempt, childen turn to adults, mainly their teachers, pose spontaneous questions and demand answers that can assist them in understanding. Previous research has shown that often times teachers have difficulty in addressing such questions. It has also been shown that physical science misconceptions found in older children can be traced back to ideas constructed at a very young age.

The present work investigates the nature of physical science questions kindergarten children pose to their teachers and explores teachers' existing state of knowledge on physical science concepts related to the children's questions.

A semistructured questionnaire based on informal observations in kindergarten classrooms and the proposed national curriculum guidelines was administered to 103 kindergarten teachers in urban and rural areas of Greece.

Questionnaire analysis confirms that kindergarten children pose a variety of questions originating in different areas of physical science. In addition the majority of kindergarten teachers failed to produce responses matching the generally accepted scientific interpretation. This is due to lack of information, misuse of scientific language or common sense beliefs. Further research is needed to investigate the context within which teacher responses could match the generally accepted scientific view point.

Malgorzata Karwowska-Struczyk
University of Warsaw

(Symp 10)

EARLY CHILDHOOD PROVISION DURING THE TRANSITION TO A MARKET ECONOMY

In a paper the influence of changes at the level of macrosystem, ecosystem on different field of early childhood provision will be examined. The author will discuss the problems of quality of life of children from different social groups, e.g. children of working, single, unemployed parents from urban and rural areas. The general question of a paper will be: "What is happening to the children when the system is changing, who is caring for them? " On a basis of statistical and questionnaire data the paper will provide the readers with important objectives. Through the study an attempt will be made to;

- provide an assesment of the changing child - care situation for 3-6 years old children,
- have un understanding of what is happening for women since the needs of women and children are interwoven,
- make recommendations regarding future programming for children and their families.

Sonja Kihlström (Symp 5)
Göteborg University, Sweden

THE CONCEPTIONS OF BEING A PRE-SCHOOL TEACHER

Definition of problem: To describe how pre-school teachers perceive their professional role and function in relation to their work with children; to present and illuminate the nature of the profession.

- How do pre-school teachers describe their pedagogic work?
- How do they refer to their work with children in these descriptions?
- What does being a pre-school teacher actually mean for them?

Theoretical basis: The investigation has taken its starting-point in "Teacher Thinking", where the way that teachers think about their work is studied. This means that you must listen to and analyse the teachers own descriptions of their work. The empirical study has therefore been carried out with a phenomenographic approach, the ways in which the pre-school teachers conceptualise their profession being in focus.

Method: Pre-school teachers working in nursery schools have been interviewed, using semi-structured clinical interviews, within a framework of a number of principal questions followed up with relevant discussion. The paper will present the main results of putting and following up one particular question, in which the participants were asked to describe an occasion when they acted in a way just because they were pre-school teachers. The interviews have been analysed using a qualitative method which aims to identify the qualitatively distinct ways in which people think, describe and understand phenomena in the world around them. The aim is to interpret the way people talk of the phenomenon without recourse to hypotheses or prepared categories, but on the basis of how the phenomenon appears to them.

Major findings: The results indicate two different conceptions of the significance of being a pre-school teacher: having a psychological perspective and having a didactic perspective.

Having a **psychological perspective** means that the significance of being a pre-school teacher lies in the way one acts, and it is the adult's behaviour that is in focus. Such pre-school teachers describe methods for carrying out their work which is independent of content. The goals of their work do not figure in their descriptions of situations.

Having a **didactic perspective** means that the content of the pre-school teacher' s work and their behaviour is seen as one whole, and the development of the child is at the centre. Such pre-school teachers emphasise both what the children should learn and how this should come about. They create situations in which learning is favoured and it is the child's own behaviour which is in focus.

Implications for practice: It is hoped that these results can bring to attention the ways in which pre-school teachers think, and thereby contribute to a refinement of the collective professional culture. This will, hopefully, create a stronger understanding of the profession, both within it and outside it.

Anna Klerfelt & Pia Williams Graneld
Göteborg University, Sweden

(Symp 12)

CHILDREN ENCOUNTER SCHOOL

Transfer from preschool to school means that a child passes from one culture of curriculum to a different one. Although there are similarities, the contents and methods of learning differ in the two cultures. The question is whether the previous way of learning in preschool is of any importance when a child begins school, in order to continue the ability to learn, and whether it is of any significance for the child in which school he or she begins in order to continue the learning-process which started in preschool?

This casestudy shows preschool children' s encounter with school in relation to the approach of learning in preschool. It describes how learning appears to the child in different school cultures seen from the child' s view. It will also show how the preschool children enter school' s culture of learning and what happens with their previous experiences of learning. Seven children in three different schools and classes were observed one day a week during their first term in school. Data were also collected through interviews with both children and their teachers. Four of these children participated in a phenomenographically based preschool curriculum. One school is situated in a suburb to the city and the other two are situated in a central city area. The teachers' ways of teaching differ at the three schools. The study shows that the school-culture and the way of teaching in school is of importance for the child' s possibility to become able to use and develop the preschool experience of learning. If the child experiences a totally different approach of learning, the way of learning in preschool is withdrawn. If the child however, recognizes the learning situation and the flow of children' s ideas and thoughts are made use of, the experience of learning in preschool is developed and the child may exploit the experience and the knowledge she or he has obtained in preschool.

Ludmilla Kuraeva & Svetlana Stepuchovigh **(Symp 21)**
Saratov Technic University, Russia

DEVELOPING THE ALTERNATIVE FORMS OF DAY CARE CENTERS IN A RUSSIAN PROVINCE TOWN

Problem

The development of democracy and humanism in nowadays Russia gives new orientations in the sphere of early child care and education. Until recently the existing day care system was formed by the state as a highly unified system. The choice of child care conditions by parents was virtually absent. The new Russian Education Law opens wide opportunities to develop alternative forms of child day care and to provide the possibilities for parents to find the appropriate programmes according to their needs.

To assess the effectiveness of ongoing changes in the child care system in Russia we need answers to following questions:

Are there any significant qualitative diversities between traditional and new types of preschool programmes?

Do parents' expectations and teachers' opinions about the quality of day care centers' activities fit the demands of the new Education Law?

Methods

In a recent reserch project both traditional day care centers in one district of Saratov town and Saratov preschool institutions using the alternative methods in their activities have been investigated by the Early Childhood Environment Rating Scale. The parents of the children and the staff in the same centers were asked by questionaire on;

1) peculiarities of relationships between staff and parents,

2) expectations and opinions about quality aspects of day care centers' activity.

Results

Preliminary results show;

1) there is no significant difference between quantitative evaluations received by ECERC in different day care centers,

2) often parents and staff have different conseptions about the quality of preschool institution.

The results will be completed in July 1994.

The conclusions of this reserch can support the understanding of parents needs and demands, help to find new orientetions in the actity of alternative day care centers in a Russian province town today.

Peter Kutnick
Roehampton Institute, London, UK

(Symp 14)

DEVELOPING PUPIL' S SOCIAL SKILLS FOR LEARNING, SOCIAL INTERACTION AND CO-OPERATION

The paper tells of the need for, generation of, and results from a classroom based programme for the development of social skills. These skills should enhance pupils' prosocial behaviour, willingness to co-operate, and support their learning in the primay school. Design of the programme was initiated upon the request of two local Head teachers with concerns about 'antisocial' behaviour amongst the infant pupils and children' s ability to work in small groups on microcomputers in a junior school. The programme was designed upon a developmental model of close social relationships, integrating sensory-affective schemes with communication and joint problem-solving exercises amongst primary school peers (theoretical and working explanations of the model are provided in the paper). Results show that integrating a range of social skills into a developmental/relational model was effective in promoting social skills with teacher labelled 'antisocial' infants and promoting social and cognitive skills amongst normal junior aged pupils. Results are discussed with regard to time, effort and legitimacy given to social skills in the classroom and the appropriacy of this developmental model applied to peer-based relationships.

Gunni Kärrby & Joanna Giota
Göteborg University, Sweden

(Symp 21)

PARENTAL CONCEPTIONS OF QUALITY IN DAYCARE CENTERS IN RELATION TO QUALITY MEASURED BY ECERS

Problem

What aspects of day care do parents value and how do these relate to professional conceptions of quality? Is there a relationship between the level of quality in the day care center according to ECERS and the parents' perception of quality in the center?

The Swedish child care model has up to recently had few alternative forms. Quality aspects have usually not been a criteria for choice of child care. Today different forms of child care are available like parent cooperatives and private child care. As parents this far have had no reason to question the quality of public child care as centers are considered to have a high and homogeneous quality it may be assumed that parents generally have a low awareness of quality according to professional criteria.

Methods

In a research project carried out in cooperation with the Department of National Economy at Göteborg University quality measures have been obtained in one of the sections of 40 randomly selected day care centers using the Early Childhood Environment Rating Scale. The parents of the children in the same section were asked to answer a questionnaire on 1) contact and information between the center and the home 2) the role of child care in the life of the family and 3) perceptions of quality aspects of their child's day care center. Data on resource effectivity as expressed in staff/child ratios are also available.

Results

Preliminary findings tend to show that there are different dimensions of educational quality as measured by the ECERS. The results will be completed in June 1994.

The implications of the findings may have relevance for the differentation of approaches to child care provision according to parents' conceptions of quality and by increasing our understanding of what quality factors are important for the family.

Ferre Laevers
Katholieke University, Leuven, Belgium
Marie Hélène Gavrel
Direction Enseignement Catholique de Vendée, France

(Poster session 2)

THE INNOVATIVE PROJECT "EXPERIENTIAL EDUCATION". A PRESENTATION OF EIGHTEEN YEARS OF RDD-ACTIVITY

In May of 1976 twelve Flemish preschool teachers, assisted by two educational consultants, plan a series of sessions with the intention to reflect critically upon their practice. Their approach is "experiential",they intend to make a close, moment by moment description of what it means to a young child to take part in the educational setting. This careful observation and "reconstruction" of the child's experiences bring to light a series of unsatisfactory conditions. Too many opportunities to sustain childrens' development remain unused, so is the conclusion. During the following tens of sessions the group discusses possible solutions for the problems they meet and reflects on their experiences with them. Gradually the experiential educational model is born.

The theoretical framework underpinning the model consists of three main contributions:

1) the concept of "experience" (central to the definition of the experiential approach), was deepened by integrating insights from the work of E. Gendling, this clarifies the epistemological stand and the paradigm on which the experiential theory is built,

2) the identification of "involvement" and "emotional well-being" as conclusive indicators for the quality of any educational setting, meant a major break-through in the development of the project, with the *Leuven Involvement Scale for Young Children*, a powerful, valid and reliable instrument was made available for empirical research and teacher training,

3) capitalising on the Piagetian concepts of scheme, the experiential view on the process of learning and development was articulated, here the notion of "deep level learning" makes clear why involvement must be regarded as a necessary condition for development.

At the level of practice and empirical research (in particular, action research) components of the educational environment that determine emotional well-being and involvement, were explored. The expertise developed at this level and made available in several publications consists of,

1) the elaboration of three main principles for practice; child initiative, a rich environment and the experiential dialogue,

2) the further development of these principles in ten, so called, points of action, reaching from the arrangement of the classroom environment to the special attention for children at risk,

3) the development of an experiential strategy for children with socio-emotional problems and for children with developmenteal needs,

4) the description of teacher interventions that favorise emotional well-being and involvement (integrated in the "Adult Style Observation Schedule for Early Childhood Education" (AStOS-ECE),

5) a process-oriented child monitoring system,

6) a play-kit that helps children to recognise and identify (four basic) feelings.

At the level of dissemination, and despite of the complex process of implementation, the experiential model is regarded in Flanders and in the Netherlands as one of the most influential educational innovations of the last decade. In France, in the department of Vendée, the dissemination of the project took a start in 1992. In the U.K., concepts and instruments developed in the project are successfully integrated in a major scientific research project (Pascal & Bertram). Within the CIDREE collaborative programme on early childhood education the concept of "involvement" was selected (amongst others) as crucial indicator for quality. In order to meet this international interest the publication of English, French and Spanish translations of the works has been started or is planed.

Paul P. M. Leseman
University of Amsterdam, Holland

(Symp 2)

DEFINING AND ASSESSING SOCIAL-EMOTIONAL QUALITY IN PARENT-CHILD INTERACTIONS IN A MULTIETHNIC SAMPLE

The cross-cultural validity of basic concepts and measurement instruments regarding the social-emotional quality of adult-child relationships, is currently heavily debated. Most of these concepts - ' secure attachment', 'support', 'responsivity', 'autonomy' et cetera - and the instruments used to measure them have been developed within Western culture.

According to the relativist point of view, they are therefore not applicable to other cultures. Others, however, have claimed that basic dimensions of human development and behaviour are universal. In their opinion, the research cited to support the relativist stance has failed to uncover universal aspects of development and socialization, because it has largely neglected the harsh climatic and socio-economic conditions of the child rearing practices studied. Finally, there is the middle of the road position of 'psychological universalism', claiming that basic psychological, 'inner' structures and processes of development, interaction and socialization are universal, but that depending on the circumstances they will be served by and manifest in different forms and patterns of behaviour.

In our research in a multi-ethnic sample we used the widely used fourteen Erickson, Sroufe and Egeland ratingsclaes to evaluate mothers' and three year old children's interaction behaviours. We found amongst other things that there were clear differences in score-profiles between all ethnic groups. This may point to a basic non-equivalence for different ethnic groups of the social-emotional quality concept as such, or and that is the option we have chosen to pursue, it may indicate that the universal relevance of secure emotional bonds, effective communication and cooperation is realized in different ways in dyads of different ethnic groups. In a secondary analysis of videotaped parent-child interactions we returned to a basic level of emotional, social-interactional and communicative 'behavioural elements' and their systematic interdependencies in dyadic interactive systems, and performed an ethological analysis of the 'behavioural systems' of about 30 Surinamn-Creole, Surinam-Hindustand and Dutch mother-child dyads in problem solving interactions. The different types of systems found will be described and be related to background characteristics, risk-factors in the family context and outcome measures.

With a growing interest in family support and parent empowerment as a means to enhance opportunities of immigrant children i Europe and the growing participation of these children in institutions of day care and early childhood education, the question what constitutes 'high quality' of early childhood education and family support in socialemotional sense should be (re)adressed within the context of multi-ethnic child rearing practices and socialization strategies.

Birgitta Lidholt & Monica Norrman **(Symp 10)**
The National Board of Health and Welfare, Stockholm, Sweden

CHANGES IN THE SOCIETY - CHANGES IN SOME DAYCARE-SETTINGS IN GÖTEBORG AND UPPSALA

During the last few years there have been a lot of changes in the conditions for young children in Early Childhood Education and School in Sweden. These changes of ideological, organisational and economical kind have in different ways influenced the quality of the activities.

Problem

What effects have the changes had on different quality-dimensions in daycare-settings which have undergone many and big changes in a very short time?

The basis of the analysis of quality has been the Educational Programme for Pre-school in Sweden and the quality-dimensions defined by The National Association for the Education of Young Children (NAYEC) in Washington, USA, which we have modified for Swedish conditions.

Method

Statistical analyses and semi-structured interviews with politicians, administrators and teachers at three daycare- centers about quality- dimensions i.e. goals, frames, contents, methods, competence, continuity and quality in interactions. We have also interviewed parents about their view of how the changes have influenced their children and the activities at the daycare-center.

We found that there were shortcomings in almost all quality-dimensions, especially those of continuity and good relationship child-staff and staff-parents. It was also too little of planned educational activity and child-observations and even deficiences concerning health, cost and security because of low staff-rate.

Agneta Lindh-Munther
Uppsala University, Sweden

(Symp 27)

RESEARCH AS A TOOL IN THE PRE-SCHOOL TEACHER EDUCATION

This paper deals with the interaction of research and teacher training - two settings of significance to educational practice, which are not mentioned in the conference invitation. The importance of educational research is most often taken for granted - at least by the researchers themselves. Still there are few analyses of the social consequenses of research and how research can be used in, for instance, teacher education. In the PLAY-project we have tried to link research to teacher education.

The overall question in the PLAY-project is how pre-school teachers handle play in the pre-school - how they act in relation to children's play and how they think about children's play. The problem and approach is connected with the quite young tradition of research on cultures of teaching and teachers' beliefs, values, attitudes and knowledge. Educational beliefs, belief-systems and practical theories are in this tradition seen as important aspects of the teachers' professional knowledge, because teachers are assumed to act according to their beliefs and practical theories. The aim of the study is to uncover, describe, analyze and discuss the pre-school teachers' often implicit educational beliefs about childrens' play. Is play important - why? Should the teachers participate in the play or stay outside - why? Etc.

As the purpose of teacher training is to promote professional knowledge, teachers' beliefs and belief-systems must be regarded as an important topic of the educational program. How can this be done, if the demanded knowledge is implicit?

In the PLAY-project the student teachers will contribute to the documentation of this tacit knowledge. In their practice pre-school they are to observe different conditions of play as well as how the teachers act when the children play; and through interviews they are to find out how their cooperating teacher explains these conditions and actings. The observations are systematically documented and the interviews are transcripted word for word. Back in class, the data and experiences of all the teacher students should be compared, analysed and discussed. This reasoning - that is the idea - should help the students to develop their own educational beliefs, their own practical theories. As a consequense the educational environment for the children will be influenced.

The project can be seen as an instance of reflective teaching; but it is a research project too. At the end of the paper some preliminary findings - concerning the pre-school teachers' beliefs about the home and the parents - from one of the studies will be presented and discussed.

Bengt Lindström
Nordic School of Public Health, Göteborg, Sweden

(Symp 12)

BRINGING IT ALL TOGETHER - A SYSTEM APPROACH TO CHILDREN'S QUALITY OF LIFE

The objective of all activities regarding children should be to promote conditions that enhance the growth and development of the child or in a broader sense the child's quality of life. However most activities and outcome evaluations are based on single professions perspectives instead of using multi disciplinary approaches. This paper brings forward a contextual model to children's QoL based on an analysis of settings important to children. Some theoretical approaches to the promotion of children's life conditions applicable to a multi disciplinary audience are discussed. The five Nordic countries are used as context.

Krystyna Lubomirska
University of Warsaw, Poland

(Symp 7)

QUALITY OF TEACHER TRAINING - ACTIVITIES FACILITATING CHILD ADAPTATION IN AN EARLY CHILDHOOD CARE AND EDUCATION SETTING

In my opinion, the most important problem among others in the quality of early childhood care and education is the process and results of a child´s adaptation to the new preschool environment. Quality of early childhood education but especially, quality of adult - child interaction during a child´s first days in kindergarten are very significant for his/her development and learning.

In my presentation I am going to speak about two experiences - cases.

Firstly, I examine quality of adult - child interaction, after the child started kindergarten. I discuss the different kind of teacher assistance toward a child, which enable him/her to find solutions for emotional problem, exibited in a new situation.

Secondly, I describe parents' and teachers' activities which contribute to the positive adaptation of the 3-years old child.

Ulla Lundström & Knut Sundell **(Symp 25)**
Social Welfare Administration, Stockholm, Sweden

INSTRUCTIONAL GUIDANCE AND WORK SATISFACTION IN PUBLIC, COOPERATIVE AND PRIVATE DAY CARE CENTERS IN SWEDEN

During the last years, the Swedish day care system has become more varied and less regulated. One concequence of the transformation is that the principals has got more authority and responsibility compared to the situatioin some years ago. How has neew demands on administrative tasks and increased productivity influenced the instructional guidance of the staff?

In this study, 8 public, 8 cooperative and 8 private day care centers are compared according to the principals work, and how this has influnced the productivity of the day care center, the staff's organisation of instructional practice, and their work satisfaction.

The 24 principals described their work in detail during one week in the autumn and one week in the spring. Productivity was measured using data envelopment analysis. Instructional organisation was described through observations, inquiries and cognitive interviewing. The staff (N=82) was also asked to describe their satisfaction with several aspects of the instructional work, the organisation and the principles instructional guidance.

Results indicate that there were few differences between the principals work in the three types of day care. Furthermore, the principals distributed their time on different tasks approximately as was done before principals got new authority and responsibility three years earlier. The staff was also generally satisfied with the work of the principal. This indicate that the principals have been able to adapt to the new situation without severe consequences for the instructional guidance of the staff.

Norah Mc William
Bradford & Ilkley Community College, UK
Anna Strzelecka
Kolegium Nauczycielskie, Polen
Elzbieta Putkiewics
University of Warsaw
Poland

(Symp 20)

CROSS-CULTURAL PERSPECTIVES OF CURRICULUM REDESIGN - A TEMPUS JOINT EUROPEAN PROJECT CASE STUDY

Meaningful dialogue between colleagues of different cultural contexts calls for clear definition of problems and goals. In a TEMPUS project "Redesign in Initial T E in Poland", three countries (Poland, Holland, United Kingdom) have entered into a problem solving situation together. One thing is clear; children are not our problem - they are common wealth. Our project involves us in understanding each others' experience as teacher educators on several levels: socio-political, institutional curricular and personal/professional. This paper presentation reviews the growth of understanding between two of the partners in the project - Poland and UK. We examine how these different dimensions of teacher education affect our hopes and fears for the future education of young children in Poland and UK, who will be citizens of 21 st. We explore the commonality of teachers' philosophical and practical struggles; the need for international dialogue; the blending of political and personal aspirations, and the responsibilities of teachers towards the world's children.

Anne Meade **(Symp 6)**
New Zealand Council for Educational Research,
Wellington, New Zealand

DEVELOPING COGNITIVE COMPETENCE IN CHILDREN
Action research on children's "re-cognition"

The Competent Children project, sponsered by the Ministry of Education, began in 1992. The research objective is to find out more about the influences of early childhood experiences (in the home and in early childhood services) on the development of children's competencies in the short-term and over their childhood years. The competencies being studied include: social, communication, exploration, cognition, motor skills.

There is a considerable overlap between the researchers' framework and the draft Guidelines for Developmentally Appropriate Programmes in Early Childhood Services (1993), published by the Ministry of Education in New Zealand.

In 1993, some of the research team worked with early childhood teachers in 2 of the 67 early childhood centres in the research project to enhance children's conceptualisation processes. The learning theory underpinning this component of the study focuses on children's development of schema (Piaget) as has been developed by Chris Athey (1990) and Tina Bruce (1992) in London, and by DeVries and Kohlberg (1987) in the United States. Bronfenbrenner (1979) provides the theoretical framwork for the whole project.

The action researcher worked with staff and parents for 6 months to increase their understanding of schema and cognitive-developmental theory; and assisted staff with, and fostered observations of, children's work on schema evident in the children's actions, art and other representations, and language. The interventions were low-key, and involved staff providing additional language and material enrichment to children in their programmes which are based on a child-centred curriculum approach. In other words, staff aimed to enhance the network of information the children could use in their thinking, and thereby enrich their "re-cognition" processes.

Data collected on schema included children's art; and staff, parent and researcher anecdotal and event records of schema activity. In addition, all data collected in the main study were also collected about the target children. These include; child observations, assessments, and adults' perceptions of them; data about centre quality; and interviews covering family background and children's use of services.

Analyses of data are currently occurring, and early results will be available at the conference.

One of the main findings is that curriculum change involving parents and staff is extremely difficult to implement and document. This has great significance in New Zealand where national curriculum quidelines for early childhood services are being trialled, and speaks to early educators everywhere.

Jill Mitchell
University of Waikato, New Zealand

(Symp 5)

STUDENTS' BELIEFS AT THE START OF THEIR EARLY CHILDHOOD TEACHER EDUCATION PROGRAMME

In educational research there has been an increasing interest in teachers' thinking. Part of this work has focussed on beliefs and the possible relationships that may or may not exist between beliefs and actions. Early childhood students bring to their training programmes sets of beliefs about their future roles as educators and carers of young children and about the ways in which young children learn. These beliefs may determine what students regard as relevant and useful in their training programme and their future work with young children. Challenges to those beliefs may go almost unnoticed or may, on the other hand, have a profound effect.

In this paper the focus will be on examining the nature of beliefs and reporting on a research study with early childhood students undertaking an early childhood teacher education programme in Hamilton, New Zealand. This study is in it early stages and will follow an intake of 60 students over three to four years. Group data in the form of survey questionnaires was collected prior to their entry into the programme and will continue as they proceed through their programme. A randomly selected group of 20 students will be studied in depth using a variety of techniques which will include individual interviews, observations and small group discussions. This will be augmented by an analysis of course outlines. Attempts will be made to ascertain where, when and why changes occur in students' thinking and in the beliefs they hold.

This paper will report on the group data collected from the first and second survey questionnaires. It will include information on students' prior experiences. their reasons for applying for entry into the programme, their perceptions of their current performance in supporting the wellbeing and development of young children, and their beliefs about the role of the early childhood teacher and how young children learn.

Janet R. Moyles
University of Leicester, UK

(Symp 5)

THE COMPARATIVE ROLES OF NURSERY TEACHERS AND NURSERY NURSES IN LEICESTERSHIRE PRIMARY SCHOOLS

Definition of problem

Many Nursery Teachers (NTs) and Nursery Nurses (NNs), despite differentials in training, believe themselves to be undertaking very similar roles in educational nursery contexts. This may have led to an apparent growing belief among those outside early years education that only additional minimal training is needed for Nursery Nurses to convert their existing qualifications into those required for teaching young children.

Theoretical basis

Much that is written on early years practice emphasises the team nature of educational nursery practice (e.g. Lally, 1992, Hurst, 1992). Operating in a work differentiated way seems anathema to early years practictioners yet the very different levels of training of NTs and NNs suggests that division of labour is necessary and vital to the effective education of young children (Moyles and Suschitzky, in press).

Methods

A part factual, part attitudinal questionnaire was designed and distributed to 390 NTs and NNs working together in mainstream schools in Leicestershire to ascertain their opinions on the complexity, range and responsibilities of the roles undertaken. The main areas included a) perceived and actual roles and responsibilities, b) planning for children's learning activities, c) preparation time within and outside school hours. Analysis was supported by follow-up interviews with selected respondents.

Major findings

Many nursery nurses do believe they are doing the same job as 'teachers' and NTs mainly agree. However, as this is construed at a basically supervicial level, then their perception of that job is also a superficial one. There appeared to be considerable confusion in the minds of both NTS and NNs as to what their individual and collective roles actually entail. NNs and NTs perceive partnership very much in terms of actions (day -to-day work) rather than the responsibilities for that work taking place. Concepts of 'teacher' and 'teaching' appeared not to be fully understood by either group and, more imortantly, no agreement was reached at a working lelvel between the two groups.

Implications for practice

As neither NTs nor NNs appear fully to understand their own role any cross-perception of the other's role proves doubly difficult. Highlighting the differences in the roles may value both more, with each practitioner working to his/her own strengths and training within a system which acknowledges and celebrates the dirferences. Better division of labour could offer more equality in several spheres with the roles of leader, team member, partner, colleague or 'expert' being more clearly defined and children's care and education more efficiently and effectively undertaken.

Barbara Murawska, Elzbieta Putkiewics & Margorzata Zytko
University of Warsaw, Poland **(Symp 11)**

POLISH EARLY YEARS TEACHERS' VIEWS OF THE ROLE OF PARENT IN EDUCATION

The aim of this study was to determine Polish early years teachers' conceptions about relation between teachers, parents and children in school. Teachers' conceptions were collected with questionnaires "My opinion about civic schools and the parents' role in the civic schools". The sample consisted of 200 early years teachers.

"Civic" schools in Poland are working under the statutory bodies of associations of parents and teachers. It is worth to stress that parents are usually more than 90 percent of the members of these associations. They have established the School Councils. The teachers and parents are cooperating in those Councils. Their main tasks is to make an opinion about the activity of the director and teachers and protection the pupils' rights. The dydactic and educational interest of parents is protected by the Councils as well. "Civic" schools have a relatively big autonomy and they are nearly independent from the state and local administration.

Ann-Charlotte Mårdsjö
Göteborg University, Sweden

(Symp 23)

AN APPROACH TO LEARNING IN PRESCHOOL

Phenomenography has formed the theoretical foundation for a research project entitled: "Developing Children's Understanding of their Surroundings" (Social Science Research Council). One of the key issues of interest in the project has been to inquire into the ways in which the phenomenographically inspired pre-school curriculum has been developed in practice. Pre-school children and their teachers have been continuously observed during curriculum implementation. The task teachers have been confronted by has been to expand the consciousness children have for certain specific phenomena in the world.

They have used the world of experience of the children in the ways this is formed in children's awareness as practical content. Phenomenographically inspired didactics have previously been shown capable of assisting children develop a greater awareness for how they go about learning things, i.e. they have helped them learn how to learn as they have become better able to think and reflect (Pramling, 1988). The main principles in didactics which have helped steer the teachers practical work have been geared towards teachers: 1) helping children speek and reflect, 2) making use of the childrens ideas as a resourse and a possibility for the further development of their understanding of content, 3) creating situations wherein children are able to become conscious of the content aspects which the teacher wants them to increase their appreciations of. This type of approach does not oppose the free creative constructions children might otherwise develop.

Indeed, it is rather the thoughts and ideas which children develop which form the range of possibilities for the further development of their understanding. In this paper we aim to illustrate how phenomenographically inspired didactics take form in practice.

Pirko Mäntynen
University of Joensuu, Finland

(Poster session 1)

PLAY CONDITIONS IN GROUPS OF CHILDREN UNDER THREE YEARS OF AGE IN FINNISH DAY CARE CENTERS

The purpose of this study was to describe and evaluate the play conditions of children under three years of age in day care centers. Play conditions consist of daily playtime, play-things, possibility for children to concentrate, as well as direct and indirect guidance of play.

In this study, play is defined first of all as a child's own voluntary activity, in which he repeats, and creatively modifies with his imagination, phenomena that he has observed in the environment. However, the play of children under three years old is an object-related activity and is just developing into "genuine" play. The stages of development of play of children under three years of age are seen as babies' manipulation of objects, functional handling of objects by children in their second year and the beginning of role play in the third year.

Knowledge of the play conditions was acquired in two ways. During the practice phase of their training, students of pre-school education observed the play conditions in 38 groups of children under three years old in daycare centers. Later personnel of the same groups were asked in a questionnaire about their conceptions of play and play conditions.

Both in the conceptions of pre-school teachers/nurses and in practical implementation with regard to play conditions, there were problems concerning the character of play, developmental stages of play and special features of the developmental level of children under three years of age.

The problems found in this study make demands first of all on the basic and supplementary education of pre-school teachers and caretakers of children under three years of age in day care centers.

Maria Nabuco (Symp 26)
Escola Superior de Educacao, Lisboa, Portugal
Kathy Sylva, University of London, UK

THE EFFECTS OF THREE PRE-SCHOOL CURRICULA ON CHILDREN'S BEHAVIOUR IN THE NURSERY AND ON 'APPROPRIATE-NESS' OF PRE-SCHOOL PROGRAMMES

The aim of the study was to throw light on the effect of three different pre-school curricula (High/Schope, Joao de Deus and Movimento da Escola Moderna) on children's classroom behaviour.

This paper present findings from a large scale study on the impact of three different curricula on children's progress in the first year of school. Although the findings on children's cognitive and social progress will be reported at a later date, this paper describes how the three different curricula shaped the day-to-day behaviour of children and their teachers.

The Early Childhood Environment Rating Scale (ECERS) instrument was used to describe differences in curriculum resources and management in fifteen pre-school centres, five of each type. It revealed that the formal Joao de Deus schools do not provide a 'developmentally appropriate' curriculum. On the other hand, there are many similarities between the High/Scope and the Movimento de Escola Moderna schools on the ECERS.

The Target Child Observation Instrument (Sylva, Roy and Painter, 1980) was also used to describe children's play activities and the kinds of interactions that adults had with them. This too revealed large differences between the formal Joao de Deus centres and the other two more play-based curricula, which showed many similarities.

The conclusion of the paper argues that curricular choices cannot be made on findings of this kind alone. Schools, communities and even nations must decide the kinds of 'child outcomes' they desire and also the kinds of settings which they believe to be most appropriate. It will be argued, however, that these two research instruments can help in making policy decisions at several different government levels.

Kerstin Nauclér & Sally Boyd, Göteborg University & Lenore Arnberg, Stockholm University, Sweden **(Symp 2)**

INTERACTIONS WITH FIVE-YEAR OLD BILINGUAL AND MONOLINGUAL CHILDREN: A COMPARISON OF SETTINGS, ACTIVITIES, INTERLOCUTORS AND LANGUAGES

The paper will discuss some preliminary findings of the project: Language Socialization In Immigrant Families and its Relation to the Swedish Pre-school (financed by SFR). The project takes as its point of departure the extensive difficulties experienced by Turkish children in Sweden when they start school in learning to read and in other aspects of their school work (Eyrumlu 1991). Our hypothesis in the project has been that differences in how language is used in the home and in the pre-school and school may account for some of the difficulties the children encounter. Researches such as Snow et al. (1990), Heath (1986) and Tizard & Hughes (1984) have shown in studies of nomolingual pre-school children that different ways of handling explanations, using relatively decontextualized language, telling narratives, talking about text and pictures as well as differences in the role expectations of adult and child in interactions have measurable effects on the development of language skills central to later success in school.

In our project, we have collected and transcribed data from adult-child conversations involving about ten Turkish children living outside Stockholm and ten Swedish working class and middle class children living in Göteborg. All the children attend Swedish mainstream pre-schools. Each child has been recorded in two different settings- at home with her/his mother and at pre-school with a staff member - and in four different activities in each setting: a play situation, a mealtime, looking at a photo album and "reading" a text-less story book. The children are also tested using a battery of tests developed by Snow and her colleagues which have been demonstrated to have a strong relation with the children's later performance in school. Our research design allows comparison between different activities, different settings/interlocutors and between bilingual and monolingual children.

The paper will present some preliminary results on the use of explanatory talk by adults and children in the home and in the preschool, making comparisons between the different kinds of explanations used by the different adults and children in some of the activities studied.

Pamela Oberheumer **(Symp 20)**
State Institute of Early Childhood Education, München, Germany

PRACTITIONERS IN EARLY CHILDHOOD AND AFTER SCHOOL SERVICES: TRAINING AND JOB PROFILES IN THE EU COUNTRIES

The paper will outline an ongoing survey on the training and job profiles of practitioners in centre-based educational and daycare services for children aged 0 to 14 in the member states of the European Community / European Union. Recent EC regulations and guidelines represent a step towards a new framework for job mobility in the educational and social service sectors. As a result, workers and trainers, administrators and employers wish to know more about the situation concerning their own field of work in other countries.

Many countries are currently reviewing both staff training and services for children and families. Some countries have recently introduced reforms in one or both of these areas. Consequently, there is a need for up-to-date information and systematically documented material both on the goals, structure and content of training programmes as well as on the different workplace settings of personnel in the pre-school and out-of-school sectors.

The survey aims (a) to provide a database on: different types of provision (characteristics, programme content, access, uptake); training programmes (setting, structure, philosophy, content); professioal development (job and career profiles, systems of in-service training); (b) to promote exchange and co-operation in the early years and out-of school education and day care field; (c) to delineate issues for further debate and comparative research.

Research methods and procedure include: (a) document analysis (national and EC legislation, guidelines and policy documents on staff training and services for children and families): (b) semi-structured interviews with a range of key informants in the individual countries: administrators (national and local government level); researchers concerned with questions of provision and training; staff in training institutions; educational consultants; representatives of professional organizations; (c) analysis of expert reports and research studies.

Initial findings point towards a wide range of training programmes and provision between countries and sometimes within countries, reflect different policy slants and priorities, and raise a number of questions which require a collaborative research framework.

Julia Oliveira - Formosinho
University of Minho, Portugal

(Symp 26)

THE EMERGENCE OF MORALITY IN PRE-SCHOOL CHILDREN: The contribution of a High/Scope Context

Research evidence shows more and more that children actively construct knowledge since very early in their lives. However, the domain of moral knowledge is normally researched with older children. Recent evidence is calling attention to the emergence of morality in very young children.

In this paper the contribution of pre-school to young childrens' social construction of morality is explored through a brief look into theory and through teachers' perceptions of the program role and their role.

Data is reported from collected interviews and questionnaires from 40 pre-school teachers. The content analysis conducted on the questionnaires allows us to elaborate about infant teachers' role on the growing of moral children.

The role of pre-school pedagogical context and its links to Portuguese culture is briefly analyzed as a contribution to the young childrens' construction of morality.

Conceicâo de Oliveira Lopes
University of Aveiro, Portugal

(Poster session 1)

SCARECROWS - PROMOTION OF ART IN THE LANDSCAPE

1.
The aim of this project is to seek human development through the simultaneous promotion of art and ecology in education. The strategy for achieving this goal is based on the construction of scarecrows in an educational environment.

2.
The scarecrow is explored as a priviledged communication medium for self, environmental and artistic awareness, as well as for knowlegde acquisition in arts and science.

3.
The participants are educational organizations; kindergardens, elementary and middle schools, involving teachers, students and their families, emphasising different academic curricula. The scarecrows become part of an exhibition in the Serralves Park for the enjoyment of the public providing an opportunity for cultural animation activities.

4.
The geographical coverage of the research project is the regions of Oporto and Aveiro.

5.
The subject coverages of this research project are: Arts and landscape (Andresen:1992) Pragmatics of human communication (Invisible College of Palo Alto: 1992, 93). The ecology of human development (U. Bronfenbrenner: 1979) Epistemology of praxis (D. Shon: 1983).

6.
The methodology is research-action and qualitative methods.

7.
Start of the project: Feb. 1987. Names of the researchers Professor Teresa Breyner Andresen and Assistant Professer Conceicão Oliveira Lopes.

Margaret Perkins
Worcester College of Higher Education, UK

(Symp 3)

EARLY EXPERIENCES OF CLASSROOM LITERACY

The paper describes a research project which explored literacy learning in a reception classroom, attempting to find a way of 'telling the story' of literacy within that classroom. The notion of literacy learning was seen as problematic, involving a sense-making process of re-creation which comes about as children make their own social constructions of literacy in school, bringing their understandings and interpretations from their home setting and experience into the classroom. In so doing a methodology and a vocabulary which drew on the social nature of literacy and learning were developed, thus placing the study within a theoretical perspective of symbolic interactionism and a social constructivist view of children as learners. Data-collecting methods which gave access to the perspectives of the children were explored.

During analysis of the data themes of 'ownership' 'negotiation' and 'recreation' emerged and were used to explore critical incidents within classroom action. Through the analysis of both teacher and child initiated activities the organic nature of a classroom literacy became clear and was explored.

Consideration of a classroom literacy as a process raises many issues, two of which are considered in this paper:

1: The 'intellectual search' of children as they assimiliate experiences in order to create their own literacies and the implicit questions as to the nature and ownership of the curriculum.

2: Children's perspectives on the literacy learning process. Close observation of and discussion with children engaged in literacy experiences and their interactions with each other help towards understanding how they encounter, respond to, sift and classify literacy experiences i school in relation to their literacy experiences at home.

It is argued, therefore, that it is critical that the literacy experiences presented in the classroom are sensitive to children's experiences in other settings and that teachers become aware of how this process is negotiated with the children.

Pat Petrie
University of London, UK

(Symp 15)

INTERACTIONS BETWEEN SCHOOL-AGE CHILDCARE SETTINGS, HOME AND SCHOOL

In the UK there is an expansion in school-age childcare and developments in its regulation. The paper reports research carried out for the Department of Health, by the author, at Thomas Coram Research Unit. The main task was to *characterise* services, to provide a taxonomy of provision by identifying the main differences between services, ecpecially those relating to values, aims and objectives.

The study examined 15 different provisions, chosen for their variety. *The providers* included parents and other local community groups, private businesses, employers, churches, national charities and various local authority departments. A qualitative and participatory approach was used. Answers to the research questions were sought on the basis of conversations and informal observations during several visits. The providers and staff were consulted as to whether their differing values, aims and objectives were understood by the researcher.

Among the differences found were how, and if, services related to home and/or school. Examples included the different ways service providers sought to integrate the child's day linking home and school, how they supported parents and children, vis a vis the school; the provision of supplementary education; support against racism.

The paper describes and discusses these different approaches and relates them to public policy.

Bea Pompert & Frea Janssen-Vos **(Symp 9)**
Algemeen Pedagogisch Studiecentrum, Utrecht, Holland

FROM NARRATOR TO WRITER

This contribution is about the ways in which young children (4 - 6/7 years) from their own oral narratives come to the writing of texts.

According to Vygotsky (1978, ch. 8) it is the transition from (spoken) words to the drawing of words that is crucial in the process of learning to write. Along this line of thought we assume that being and becoming a writer is based upon a growing awareness of the relationship between spoken and written language. Children get the notion that spoken language can be represented in a written message.

Children develop this awareness and the corresponding skills within a number of activity-settings that they themselves find both necessary and meaningful.

Above all these settings are role play activities in which writing plays a functional part, such as writing a letter in the house corner of the classroom, or a bill in the restauant corner. But also narratives about outings, books that have been read, and interesting subjects are starting points as well for the composition of written texts and books.

The way in which the teacher contributes to these activities is of great importance. She does not only serve as a model, but first and foremost participates in the writing activities of the child, constantly nudging it in the right direction.

In our work we assisted teachers in their efforts to apply this approach to classroom activities for young children. Several documents form these activities were obtained. The presentation will discuss how teachers devise, guide and help along writing activities of children. Several descriptions of classroom practices will be presented and analyzed, as well as children's texts, and observations and registrations made by teachers.

Gabriela Portugal
University of Aveiro, Portugal

(Poster session 2)

ADAPTATIVENESS TO INFANT DAY-CARE: CONTRIBUTIONS TO THE STUDY OF THE INTERACTION TODDLER - FAMILY - DAY CARE CENTER

This project aims at studying the relationship between context and development from the ecological point of view of human development according to Bronfenbrenner's ecological perspective.

Controlling variables which are theoretically important (family composition, education and occupation of parents, home and social environment, child's characteristics, medical history, development level, temperament, mother-child relationship profile, nursery experience, nursery's characteristics,...) and looking for acceptable justifications for differences in behaviour, an attempt is made to explain the factors which can hinder or promote the child's adaptativeness and well-being, taking into consideration the different contexts experienced.

Our starting hypothesis is that the well-being and development of the child depend on specific variables or factors which integrate the contextual component. Such variables or factors include, among other:
- the characteristics of the child
- physical or material elements
- activities and inter-personal relationships

In short, the cognitive, social-affective and physical stimulation which is offered to the child is taken into account.

The study is conducted with 42 toddlers attending 14 creches or day-care centers.

Without *a priori* hypothesis, the comparative analysis of two groups of children (21 toddlers with adaptativeness problems and 21 toddlers without adaptativeness problems) permits to verify the possibility to define different configurations for the two groups of children. By means of the study and the analysis of a certain numer of cases, a corpus is drawn up which will allow for the infering of some clarifying conclusions on the topic of the reality of the creche or day care center and their implications at the level of child well being and development.

To reach this objective the study takes advantage of psychological observation and evaluation techniques, some questionnaires and interviews.

Ingrid Pramling & Marita Lindahl
Göteborg University, Sweden

(Symp 23)

LEARNING FROM THE TODDLER'S PERSPECTIVE IN THE CONTEXT OF DAY-CARE

The purpose of the project is to study how children, when placed in a new and varying environment, discern the objects and the people in it, and all its different facets. From the phenomenological perspective, the study is concerned with examining how the child constitutes the object of its awareness. In concrete terms, the study is concerned with observations of the child's start in day-care.

We are describing how children subjectively organize an environment which is new and revolutionary for them. The description is made in terms of the variable objects of the children's intention (or the objects of their awareness). The variation - as well as constancy, or lack of variaton - is characterized by indicating the nature of the things which appear in their awareness - which may be, for example, persons or objects but also problems or wishes. Ten children, aged 1 och 2 years are followed for 3 months each from the day they began in day-care. They are observed continuously and videorecorded selectively. The data is analysed in terms of episodes, where an episode is characterized by the fact that the child's awareness focuses on one and the same thing throughout. The result shows the variation among the children and how they focus their attention and learn in the day-care context.

Fiona Ramsden
Worcester College of Higher Education, UK

(Poster session 2)

EFFECTIVE EARLY LEARNING RESEARCH PROJECT: AN ACTION PLAN FOR CHANGE

Definition of problem

In Britain, the diversity and quality of early years settings in which a child of age three or four could encounter is wide ranging. There is an urgent need for the quality and efficiency of learning in these settings to be carefully evaluated and developed. Using Pascal/Bertram's (1991) "Quality Evaluation framework" which draws extensively on the views of the practitioners, parents and the children and on an informed understanding of how young children learn the Effective Early Learning research project has developed a 'Model for Evaluation and Improvement', of the quality of learning in these settings.

Methods

In the Project's First Phase (May 1993 - April 1994), the 'Model' has been piloted in thirteen English early years settings. A group of researchers have been working collaboratively with the practitioners to document, evaluate and improve the quality of early learning in these settings and there is now clear evidence that improvement has occurred.

Major findings:

* Clear and documented improvements in the quality of early learning in the 13 study settings.

* A set of easily understood and applied instruments which provide reliable and measurable evidence of the quality of learning within early childhood settings and which is also diagnostic in nature.

* Successful evaluation which is open, collaborative and motivating.

* Professional development of practioners.

* A package of training and development materials which promote the "Evaluation and Improvement" procedures aimed at all early childhood advisers, inspectors, trainers and support staff.

* A planned programme of trialling and wider dissemination of the "Evaluation and Improvement" procedures.

Implications for practice

PHASE 2 OF THE PROJECT. 1994-1995 TRIALLING AND CONSOLIDATION

In the next stage of the project the 'model' will be disseminated with the original research team 'at a distance'. Using 'conjoint evaluation' some of the researchers will train 'key workers' in 'Evaluation Improvment methodology' to work alongside the practitioners supported by the research team. It is proposed that 195 'key workers' will use the EEL project methodology to monitor, evaluate, support and improve the effectiveness of learning in 250 early childhood settings of all types throughout the United Kingdom. 750 practitioners can then develop their observation skills and improve the quality of provision for 5000 children and their families and the resultant data will be collated so that a comparative analysis of the quality of educational provison in a wide range of early childhood settings can be made by the EEL research team.

Jennifer Rogers **(Symp 16)**
Nene College, Northhampton, UK

APPRENTICES TO NUMBER -
A study of three and four year-olds' understanding of printed numerals

In a study conducted in Geneva, children were found to have learned a great deal about how numbers are used in the environment long before they started school. However further studies in Britain and America have shown that children often do not make use of written numerals to record number, even when they know to write them.

Forty-eight British 3 and 4 year-olds were each observed while undertaking thirteen activities involving number in three phases.

These were designed to investigate;

1) the extent to which young children are aware of numerals in the environment and their purposes

11) the ability to make use of spoken and written numbers in the course of familar everyday activities

111) whether children use written numerals when directly asked to record cardinality

Even the youngest children had a good understanding of how numerals are used as labels on everyday objects with which they are familiar, and this was seen to increase with age.

This awareness was in marked contrast to very low levels of performance when using numbers in speech or writing, in everyday situations establishing whether pre-school children effectively receive an 'apprenticeship' to number in the same way as they are apprenticed to language and literacy (Miller 1979). Recommendations for early childhood education are then discussed, with a view to taking a development approach to the teaching of number.

Elena Roussinova-Bahoudaila
University of Sofia, Bulgaria

(Symp 11)

EDUCATIONAL SOURCES OF COOPERATION BETWEEN FAMILY AND SOCIAL EDUCATION IN EARLY CHILDHOOD

Pedagogical environment is an aspect of living environment for which confrontation of family with kindergarten will disturb the significance of their unity during education.

The basic process determining the mutual relation between teachers, children and parents is established as a concrete living situation and not as mechanical accommodation towards regulating pedagogical conditions.

Our theoretical and practical model for educating children 2-7 years displays packet of new programmes for teachers and parents, ensuring a unit of perspective system.

The perspective of child development determines the educational strategy of both - the child and the family. Thus the uniting centre in preschool education - the kindergarten, ensures systematical and combined educational interaction with the family. This in its turn and on certain educational standard is to be included in the programme devoted in educating preschool children.

The unity between the different forms of the pedagogical interactivity leads to variations in the parameter and direction of integrating various types of activities, as well as in determing the position of both, the child and adult. In this way we guarantee a gradual transformation in the educational aims, in the orientation and strategy of the child and his group.

Humanisation of the inter-relation in the family and in the Kindergarten as a unity in educational process is a fundamental base in the perspective development of the child.

Aino Saar
Tallinn Pedagogical University, Estonia

(Symp 28)

PRESCHOOLER, HUMOUR AND CREATIVITY

Humour reveals the attitude toward life where laughing at the contradictory or specific features of phenomena and personalities is connected with the comic interpretation of problems. Humour can be characterized by being out of place, acting as synthesis of mind and soul, synthesis of a child and adult. The connection between humour and creativity has been stressed by Jackson, Tyson , Weisberg, Springer, Mc Gree in their works. Mc Gree has pointed out that the children who play a lot of creative games and who are inclined toward humour, posses a higher level of creativity compared with their peers.

The aim of our research was to study the preference of different categories of humour by children, to ascertain the connection between creativity and humour.

The control group consisted of 75 children who went to the kindergarten, their age being from 4-6 years. We made use of different pictures in our experiment, also drawings made by children. For studying creativity, the Torrance nonverbal test was made use of.

The results of the research show that the greatest connection between humour and creativity can be found at the age of 5. Also the most humorous ideas occur to children at the age of 5. With advanced age the number of details in drawings is growing. It came out that it was difficult for children to give names to their drawings.

To sum it up, we can state that what is funny for a child will depend on his knowledge, experiences and education. Grown-ups working with children must develop the basis for the child's feeling for humour and act as an example in creating humour.

Wendy Schiller
Macquarie University, Australia

(Symp 20)

CURRICULUM DECISION-MAKING IN EARLY CHILDHOOD CENTRES IN SWEDEN, UNITED KINGDOM AND AUSTRALIA

The purpose of this study is to explore the nature of curriculum decision-making in early childhood centres in Sweden, the United Kingdom and Australia, considering (a) what perceptions do people hold about the meaning of curriculum in early childhood centres, (b) who participates in the making of curriculum decisions within early childhood centres, (c) what emphases are placed on parent participation, objectives, activities, evaluation of individual children and support resources, and (d) what curriculum policy documents influence early childhood centres ?

The theoretical bases for this study are that school-based curriculum decisionmaking exists when the locus of power and control for decisions about curriculum lies within the school and community (Cohen 1985) and implementing a curriculum plan is a complex, interactive process (Schiller,1990).

Thirteen early childhood centres in non-metropolitan areas, spread across socioeconomic levels and geographically dispersed throughout a region, were selected in each country. A survey, developed, piloted and trialled in Newcastle Australia, was mailed to directors of early childhood centres and follow-up interviews were conducted with directors by researchers in each of the three countries. Surveys were returned to Australia for analysis.

Preliminary findings indicate that there is no commonly - agreed meaning of curriculum in early childhood centres. Parent participation in decision-making is more talked about than acted upon. Regional support for curriculum planning and decision-making was requested by teachers and was seen to contribute to teachers professional development but varied according to the status of early childhood education in that country.

Implications for practice are that centres would be advised to have written policies outlining curriculum practices and philosophical positions. Also, the mismatch between intention and reality in curriculum practices in early childhood centres occurs specifically in relation to parent/teacher interaction and relationships, response to individual differences and teacher input into planning. Improved levels of communication, cohesion and cooperation within and between staff of early childhood centres and the communities they serve, positively influenced curriculum planning in early childhood centres. There is need for more research into what teachers actually do as decision-makers in early childhood settings.

Ester A.M. Schopman & Johannes E.H. Van Luit **(Symp 16)**
Utrecht University, Holland

THE POSSIBILITIES OF TRANSFER OF PREPARATORY ARITHMETIC KNOWLEDGE AND SKILLS AMONG YOUNG CHILDREN WITH DIFFICULTIES IN ARITHMETIC

Transfer can be defined as the effect of previously learned knowledge and skills on the use of this knowledge and skills in new, more or less different learning and practice situations. It concerns the use of knowledge and skills in new situations without having received complete instruction for it. Studying the transfer of knowledge and skills is important because recent research has shown that it is responsible for fluently learning to solve more difficult tasks.

In the domain of arithmetic the occurrence of transfer is often used to assess the effectiveness of instruction. For that purpose transfer tasks can be distinguished according to their similarity with the original learning tasks, which results in near and far transfer tasks. To acquire quantitative data, these transfer tasks can be added to a posttest. Another possibility is to study transfer during the process of learning, by which more qualitative data can be obtained.

At Utrecht University research is aimed at studying the problems of children with difficulties in arithmetic and developing possibilities to assist those children. While some research has been devoted to transfer of arithmetic knowledge and skills, most of the research takes place among children aged about ten and over. Very little is known about the possibilities of transfer among pupils in kindergarten (age 5-6). Therefore the purpose of this study was to observe transfer of preparatory arithmetic knowledge and skills among young children with difficulties in arithmetic.

Subjects were five children (age 5-6) from grade 2 in kindergarten. They were selected on the basis of performance below a criterium schore of 40% correct on a test for number understanding. During four months the subjects participated in a remedial programme concerning counting skills and Piagetian operations. Every session was videotaped and studied extensively. The ability to generalize showed a tendency to increase over the period studied.

Furthermore, the results suggest that near transfer, unlike far transfer, may occur without assistance. These results could be useful in identifying the way transfer occurs during the process of learning preparatory arithmetic.

A Clay Shouse **(Symp 24)**
High/Scope Educational Research Foundation, USA
Henning Rye
University of Oslo, Norway
Eeva Lius
University of Joensuu, Finland
Joan Sharp
High/Scope UK, London, UK

THE HIGH/SCOPE EDUATIONAL APPROACH: A DEVELOPMENTALLY APPROPRIATE PROGRAM FOR PRESCHOOL CHILDREN AND ITS ADAPTATION TO THREE DIVERGENT SETTINGS

The High/Schope Educatonal Approach has evolved from the High/Scope Perry Preschool Study, a 30 year longitudinal examination of the effects of high quality preschool program on at-risk children which provided convincing evidence regarding the long-term effects of high quality preschool progams. This developmentally appropriate program emphasizes a process in which adults and children "share" control of the environment. Adults engage children through the use of specific strategies which support a set of "key experiences" for the children and facilitate their development of cognitive, physical and socio-emotional skills and abilities. Conferees will be introduced to the High/Scope approach and its principal elements.

Work with the adaptation of the High/Scope Approach to the needs of children in Norway and efforts to make what is being learned have been ongoing for several years. Dr Rye will focus on the main findings from the Institute's evaluation of two years of trial work with the Approach and of the later developments.

Finland follows nearly 100 years of tradition in its kindergarten programs. The need for innovation has grown to be obvious. The High/Scope Approach, with its history and support from long-term research, provides assistance in meeting this need. Eeva Lius will describe the process which lead from one trial preschool group two years age to the current nine, each serving 20 children. Progams are located in a variety of settings from ordinary daycare centers to part week preschools in sparsely populated areas. The University of Joensuu is cooperating in the research of the program by conducting child observations and staff and parent interviews.

High/Scope was first introduced to the United Kingdom over 10 years ago. It is now used in a wide range of settings which cater to young children. The release of Significant Benefits: The High/Scope Perry Preschool Study Through Age 27 has generated interest from decision makers at both national and local levels. Whilst the value of high quality preschool programs is generally recognized, debate over how to implement and fund such expansion has yet to come to a resolution. However, as policy makers think, practitioners do; so wherever adults see children as active learners, decision makers and problem solvers, then they are likely to be using or considering the High/Scope Approach; despite professional background or physical environment.

Joan Sharp will illustrate the use of High/Scope in a range of disparate settings, all of which have the essential elements of high quality High/Scope Programs and reflect the British scene.

Anita Sigurdsdotter-Wiechel & Lena Rubenstein Reich **(Symp 15)**
Lund University, Sweden

"BARNSKOLAN" - AN EVALUATIVE STUDY OF SIX YEAR OLD CHILDREN IN VERTICALLY GROUPED CLASSES

In 1991 a flexible age for starting school was introduced in Sweden. This meant that parents could choose to let their children start at the age of six or the age of seven. That same year one county in southern Sweden introduced a new form of school, so called *barnskolan*. The idea was to provide the six year olds with an education that took into account the best parts of pre-school education and primary school education. In *barnskolan* the children are vertically grouped with 6, 7 and 8 year olds in the same group. The staff consists of a team of one primary school teacher, one pre-school teacher and one recreation instructor.

The purpose of the present study is to evaluate this *barnskola* in a lot of respects including the effect on the cognitive and social development of the children.

Bronfenbrenner's ecological theory is used as a theoretical basis.

A range of methods for data collection are employed, such as questionnaires to parents, interviews with the children, tests and target-child observations.

The project is ongoing and some results will be presented at the conference.

The implication for practice of the study is that it will provide useful knowledge to the ongoing debate around Sweden concerning the best way to provide schooling for six year olds and the debates about the benefits of vertically grouping.

F.F. Sijsling & P.P.M. Leseman
Erasmus University, Holland

(Symp 19)

PARENTAL PROBLEMS IN ALLOWING YOUNG CHILDREN TO HAVE THEIR OWN PERSPECTIVE AND INITIATIVES

A problem with social-constructivist approaches in developmental psychology and early childhood education is that the focus is basically on the parents´ or the educators´ behavior. A clear perspective on the child's contribution to its own development is lacking. In conducting research in accordance with this line of theorizing, one encounters the problem how to measure and evaluate the child's behavior in social interactions. In a longitudinal study conducted by a group of researchers at the Erasmus University, Rotterdam, hypotheses concerning development in social context are tested by observing parent-child interactions in the home and relating them to developmental outcomes and sociocultural background characteristics (Leseman, Vergeer, Sijsling, Jap-A-Joe & Sahin, 1992). One of the interactions studied concerns a joint practical problem solving task. Child and parent had to build a wooden block construction, a kind of slide from which a marble can roll down.

We will present some preliminary results of the video-recordings of the blocks task collected with 40 families from different socioeconomic background with a three year old child. Regarding didactic quality and co-operation, the results show that the number of times the parent is well-attuned to the child, involves the child in the building process, does not overrule the child's perspective, does accept the child's (implicit) proposals, and adjusts instructions flexibly to the child's perspective correlate highly with the child's linguistic and cognitive development. This pattern of correlations clearly shows that not allowing the child to resolve the problem on his or her own individual way is negatively associated with developmental outcome. These results are relevant for early education programs, especially for children at risk.

Elly Singer
University of Utrecht

(Symp 21)

DUTCH PARENTS AND THEIR EVALUATION OF DAY CARE FACILITIES

The starting point of our research is the insight that good quality care has to accomodate the needs and aims of the families wanting to make use of the facilities. Parents' demands are always unique, based on the balance of the various interests involved such as working hours, financial possibilities and pedagogic wishes. Institutions cannot possibly accomodate all the wishes of all parents. Therefore, the challenge for day-care institutions is: how can care be organized in such a way that it accomodates the possibilities and wishes of specific groups of parents and children?

Because of this challenge we researched parents' experiences and evaluations of day care facilities; their position in day care centres; and how day care centres develop and evaluate their pedagogic policy and parent policy.

In a survey study of 800 parents using formal and/or informal day care we found that quality characteristics important to parents are: accessibility; flexibility: diversity; control; cooperation and mutual support; and a friendly, warm and child centred attitude of the caregivers. Both centre based and informal home based day care are positively evaluated by parents, depending of their practical needs and (pedagogical) values.

The quality standards of parents are in many ways at odds with the standards of policymakers, teachers and child care experts. Dutch child care experts stress the educational and preventive function of day care centres; parents don't. Policy makers are not interested in measures to strengthen informal care; many parents are.

How can day care centres meet the special needs of parents and children? To answer that question we did a 'pedagogical-organization' study in six day care centres. These day care centres vary considerably with regard to their basic principles, aims and/or target groups (for instance immigrant children, children at risk, working parents). A strong relationship was found between the special goals of day care centres and their quality standards (for instance volunteer workers or not; level of training of the teachers; group size; continuity). The higher the pedagogical goals of the day care centre, the less attention was paid to the needs of employed parents. The professional knowledge of teachers is for a great deal 'tacid knowledge' and their communication style is informal. A clear theory and methods of working with ycung children in groups is lacking. Teachers think of their day care centre as 'one big family' or as a 'second home'. In all day care centres parents have very little (formal) power and influence at policy forming level. However, all day care centres agree that daily chats with parents and exchange of views about their children are very important. Our research confirms that this actually happens a lot in Dutch day care centres.

Conclusion:

To develop a Dutch day care system that is supportive to (employed) parents and their children, we need both formal and informal forms of day care. To improve the quality of day care we need context-bound theories and evaluation studies in realtion to specific aims. Day care centres also need a stronger theoretical framework for working with groups of young children and for cooperation with parents.

Sandra Smith
University of North London, UK

(Poster session 2)

FROM PRACTICE TO THEORY: AN EVALUTATION OF THE EARLY CHILDHOOD STUDIES SCHEME AT THE UNIVERSITY OF NORTH LONDON

Childcare in Britain is characterised by its diversity and lack of coherent structure. Little childcare is available and what there is is sometimes state provided, sometimes provided by the voluntary sector. Our young children may attend a nursery school or a nursery class attached to a primary school. Those defined as being "in need" may attend at the few state day nurseries. The vast majority of children who receive any care away from the home attend playgroups, mother and toddler groups, creches or are cared for by registered childminders. There are few workable guidelines on standards or on the training of those who work in this vital sector. The Children Act 1989 drew attention to the need for those working with young children to be adequately trained, but did not go further in identifying what sort of training would be considered suitable, nor did it provide the money for this training.

In 1992 the University of North London started the first part-time modular degree programme for all those working with children under the age of eight, regardless of prior qualifications. The Scheme is flexible, offering students opportunities to enter it at different points, according to their prior learning and experience and to exit at different points with a range of qualifications. The focus of the scheme is pedagogical and all students have to follow a core programme which introduces them to theories of learning and development and to considering what constitutes a meaningful curriculum for young children. Most of the 150 students who enrolled in the first year of the programme were mature women, with experience of working with children and often with no formal qualifications. Many of the students come from ethnic minority groups and almost all of them are funding themselves.

The success of the Scheme has yet to be judged when the first cohort of students complete the first stage of the degree programme in July 1994.

The programme is to be extended in 1994 by offering the first level of the Scheme as distance learning packs to allow those who cannot attend courses at the University to follow an independent programme of study. The development of the distance learning materials has been funded by a substantial grant from the Esmee Fairbairn Charitable Trust.

Kristina Stoilova Tchichikova
Plovdiv University, Bulgaria

(Poster session 1)

THE RIDDLE AS A VEHICLE OF RATIONALIZATION OF THE AESTHETIC FUNCTION OF THE WORD BY FIVE TO SEVEN-YEAR OLD CHILDREN

This report represents an investigation of the ability of five to seven-year old children to rationalize practically the aesthetic function of the word in the process of creating and guessing riddles. We associate the aesthetic function of the word with its quality to carry different meanings - lexical, grammatical, figurative. We have focused our efforts on the figurative meaning of the word, i.e. formation of metaphors.

The child acquires and rationalizes the figurative power of expression of the metaphor when it participates in the two interconnected processes - guessing riddles and creating riddles. The thorough knowledge of a particular object and the precise description of its distinguishing features underlies these processes. The operational aspect involves the following consecutive steps: forming new semantic areas through "taking a distant view" of the object, i.e. separating the object from its meaning or taking it out of its normal context, associating and comparing, defining it through a metaphor.

The specific mechanisms helping the formation of metaphoric images which give rise to new riddles for known objects or facilitate the act of guessing, have been studied.

The present report illustrates our idea of the necessity of creating rationalized perception and use of the word in the final stage of the early childhood age.

The methods and results suggested in our study meet the needs of the teachers to form the ability of five to seven-year old children to use the figurative meaning of the words, i.e. the metaphors.

Knut Sundell
Social Welfare Administration, Stockholm, Sweden

(Symp 25)

RELATIONSHIPS' BETWEEN PRODUCTIVITY, INSTRUCTION AND CHILDREN'S DEVELOPMENT IN PUBLIC, COOPERATIVE AND PRIVATE DAY CARE CENTERS IN SWEDEN

During the last years, the Swedish day care system has become more varied and less regulated. Today. the principals of each day care center has got more authority and responsibility compared to some years ago. Furthermore, cooperative and private day care centers can have economic support from the municipality, which has increased the number of non-public day care centers. The transformation has been expected to increase the productivity of the day care system, as well as give parent's a greater choice among different types of day care.

In this study, 8 public, 8 cooperative and 8 private day care centers are compared according to their productivity, instruction, and children's socioemotional and cognitive status. A total of 330 children, aged between 3 and 5, participated in the study. The day care centers were located both in poor and rich districts. Productivity was measured using data envelopment analysis. Information about the instructional style was gathered through observations, inquiries and cognitive interviewing. The socio-emotional status was measured using 4 parallel methods (child-interviews, sociometric status, teacher ratings, and observations of children's play) and cognitive status with 3 tests (PPVT, CPM, and a communicative test).

Results indicate that private day care was more efficient compared to public and cooperative day care. However, there were no clear relationships between efficiency, instruction, and children's socioemotional and cognitive status.

Güvenc Süloglu & Zana Majstorovic **(Symp 25)**
Averroès Foundation, Amsterdam, Holland

DIMENSIONS OF FAMILY INVOLVEMENT IN OPSTAP

This paper will discuss the issues related to the involvement of families participating in Opstap in Netherlands.

Opstap is an home-based enrichment program where a mother works with her young child from the age of 4 until the age of 6 on a particular set of activities. The program is aimed at children in an educational disadvantaged position.

From the experience of 7 years of this program, we have learned that there is an enormous trend towards high family involvement in the program and it has been an important implication for practice, policy and training.

The purpose of this paper is first of all to describe and to analyze the family involvement in Opstad in two ways:

- Families as participants in service provision: this role involves the family in planning of the use of the service for their child as well as in delivering services through training and teaching.

- Families as clients of and recipients of services: what is the focus of the program? Does the program focus only on concerns directly linked to the need of the child by providing them with tools for school success?

In this paper we will ask the question in what way and to what extent the Opstap progam provides the needs of families and the needs of the children. In relation to this question, we will discuss which elements in the program lead to such high participation of families.

Ingegärd Tallberg Broman
Malmö School of Education, Sweden

(Symp 13)

"EARLY CHILDHOOD EDUCATION" - A FEMALE DOMAIN IN CONFLICT WITH THE DOMINANT SOCIETAL IDEOLOGY

An earlier study analysed the circumstances surrounding the construction of a female profession - the kindergarten teacher. This process symbolized the beginning of society's take over of the reproductive functions of the home, which has been carried out - and structured - during the 20th century.

The dominant ideology of gender which permeated society at that time, determined a woman's predisposition for her home and children. The pioneers in this field were not in opposition to the ideology of basic inequality of gender - they used its concepts for their own purposes to construct an appropriate profession for women and an educational environment for children.

During the first decades of the 20th century the pioneers established a female profession, training schools, magazines and Swedish and Nordic conferences of importance. In some aspects the situation can be characterized by a high degree of professionalisation: a professional language, professional ethics, control of methods and education and a collective identity were present, but lack of societal acknowledgement and deviation from the dominant societal ideology was also apparent. The training schools played an important role in the construction of the new profession and for the high level of professionalisation.

The 1940's mark the beginning of the transition of this field from private enterprise to being a responsibility of the state. What was to happen now with the female domain? How was the project of professionalisation of the upbringing and education of children to be continued in the presence of confrontation with the male culture in state och local authorities?

Theoretical basis

The study is carried out in a gender perspective and with theories of professionalization as a frame.

Methods

- Text analysis of the Swedish magazine "Kindergarten" - "The Preschool" and of official reports and legislation
- local studies of three pre-schools, based on intervievs of parents and teachers together with analysis of different archive material.

Merja Tamminen
University of Joensuu, Finland

(Poster session 1)

MALE TEACHERS IN DAY CARE CENTERS: DO THEY MAKE A DIFFERENCE?

Preschool teacher has been one of the professions most clearly monopolized by women. The number of male teachers has been marginal, in Finland only 4 %. Special interest in male teachers raised in the end of 1980's when a lively debate started on the femininization of teaching profession both in day care and in schools. During the discussion the main concern was boys and their problem. It was argued that the female-dominated childhood years would result in "feminized" boys. Especially day care centes were considered as "women's world" filled with female values and norms. The presence of more male teachers was viewed as a panacea to provide a maculine balance in the feminine world of young children. These demands for more male teachers suggested that men in day care centers would have a special contribution to young children and they could provide for children something they might otherwise miss.

A national random sample of female (n=68) and male (n=126) preschool teachers participated in the questionnaire study, the purpose of which was to explore their attitudes towards the suitability, role and importance of male teachers in day care centers. Furthermore, the differences in reasons for occupational choice and professional practice between men and women were explored.

Men, as well as women, seem to choose day care as a field of work for intrinsic reasons despite low pay and low prestige. The respondents thought that men are as well-suited as women to work with young children. They also thought that men and women have some differences in professional practice and work orienation. Male teachers were said to have more holistic, permitting, and relaxed work orientation than female teachers have. In addition, men and women were said to prefer different activities in day care centers.

Male teachers were generally welcomed to day care centers to provide a masculine role model and traditional "masculine" activites for children, and also to diversify the atmosphere in the personnel group. The attitudes towards male teachers were, on the whole, very positive. Prejudiced attitudes were rare, but men still faced stereotyped expectations that they need to act in some special "manly way" and do the "men's tasks" in day care center.

Attitude differences between male and female respondents were mostly small, but men consistently tended to see the differences in work and the importance of male teachers as being greater than women did. In conclusion, the present study suggests that male and female teachers can complement and counterbalance each other and together guarantee the variety in activities and role models to the benefit of both boys and girls, and supports the recruitment of more men to the predominantly female-staffed day care centers.

Linda Thompson
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(Symp 28)

MAKING FRIENDS AND INFLUENCING PEOPLE: A SOCIAL NETWORK ANALYSIS OF RELATIONSHIPS WITHIN AN URBAN NURSERY SCHOOL SETTING

This paper presents data from an ethnolinguistic study carried out in the north-east of England (Thompson, 1992 & 1993). Data were collected from two complementary sources. Naturally occurring discourse data were gathered using audio-tape recorders and thick contextual data (Geertz, 1975) were gathered using semi-structured observation schedules. There are a number of research methods available for analysing personal relationships. These data have been analysed within the framework of social network analysis (Bourdieau, 1971 & Milroy, 1980). This method has been selected in preference to other available research methods (cf Kenny & Ia Voie, 1984), because it has the individual, rather than the group, as the focus of the research. Data will be presented to illuminate the dual focus of the paper's title. On the one hand, data analysis will demonstrate the ways in which pupils make friends and on the other, the ways in which teachers influence people.

A number of established views influenced the research design, data analysis and subsequent discussion. These include, Bronfenbrenner's view (1989: 226-230) that patterns of social interchange and their inherent value system are embedded in an ecological paradigm which exists beyond the immediate context in which the interactions take place. The view of social psychologists (cf Bruner, 1986) that children learn through social interaction with others; and Halliday's (1975) description of language as a social semiotic which describes language as central to the creation of social contexts.

Analysis will present social network analyses for a group of pupils during their first term in the nursery school. The group comprises both girls and boys. From the data two types of social networks have been identified: Children's self-selected friendship networks and teacher-influenced pupil networks.

Analysis will demonstrate the ways in which relationships are formed during the first days in school and the ways in which these develop during the term. Findings go beyond Dunn's (1993:117) suggestions that children's relationships are dynamic and that the development of social understanding can be influenced by the quality of these early relationships.

The findings carry important implications for the teachers of young children and policy makers responsibility for decisions about early childhood education provision. It will be suggested that the physical environment of the nursery school setting, the layout and learning activities available, play an influential role in the nature and quality of the relationship that it facilitates and nurtures.

Bernadette Van de Rijt & Hans Van Luit **(Symp 16)**
Utrecht University, Holland

A COMPARISON BETWEEN TWO TRAINING PROGRAMMES FOR WEAK ARITHMETIC PERFORMERS IN PRIMARY SCHOOL

Recently, the interest in the world of arithmetic has moved from older children to younger children in the age of kindergarten and primary school. This shift took place because of the fact that research has shown that arithmetic problems are caused by insufficient level of control of basic arithmetic skills. These skills form the necessary elements in number sense and most of them are learned at the age of 3 to 7 years, the years of kindergarten and primary school. In Utrecht in 1991 a project started focused on studying children who show a lag in the development of the basic arithmetic skills.

The basic arithmetic skills are seriation, correspondence, classification and counting. These skills form, together with concepts of comparison and general knowledge of numbers, the elements of number sense. These elements are incorporated in a test, he Utrecht Getalbegrip Test (UGT) for young children in the age from 4 to seven years. It is a test that can be used to select possible weak arithmetic performers in primary school. But selection is not enough. The weak performers need extra support in order to achieve an acceptable level of the above-mentioned skills before the children achieve formal arithmetic education. For this purpose two remediating arithmetic programmes for kindergarten and grade 1 have been developed. The programmes differ in the way instruction and help are given. The programme with direct instructions and a leading role for the instructor is called the "controlling" programme. The programme in which the instructor has a more stimulating role and in which the children must find correct strategies themselves is called the "guiding" programme.

First, a parallel version of the UGT was administered to 162 children from 12 kindergartens in the Netherlands. From these children the weak performers (75) were selected and assigned to one of the two arithmetic programmes or control groups. This was done according to the matching principle. During twelve weeks the children participated in the programmes twice a week for half an hour each time. After these twelve week the children were tested again with a posttest, another parallel version of the UGT. Results are being analyzed with multivariate analysis. The hypotheses are that the gain in learning is greater for both experimental conditions than it is for the control conditions and that the controlling progamme gives better results compared with the guiding programme. The first results show that achievement is positively affected by the remedial programmes.

Together with the test, the training programmes will contribute to a better understanding of the development of counting and number sense. Moreover, both products seem to be usable material for detecting and remediating weak arithmetic performers in kindergarten and in first grade of primary schools and also in special schools.

Bert van Oers
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(Symp 9)

ARE YOU SURE? STIMULATING MATHEMATICAL THINKING DURING YOUNG CHILDREN'S PLAY

In line with semiotic interpretations of Vygotsky (see Wertsch, 1990), mathematical thinking can be viewed as a process of making (and negotiating) meaning in relation to particular symbols (or words). Instead of starting the development of mathematical thinking at school with isolated basic operations (seriation, classification, conservation) or with the training of "how to count principles' (Gelman & Gallistel), we set out with the view on mathematics as a realistic semiotic activity. Basically, this is a problem solving activity focusing on questions of meaning in relation to quantitative and special terms (mainly from natural language), and intrinsically related to the quest for certainty ("Are you sure?"). We assumed that this mathematical activity was within young children's (4 - 6/7 years old) zone of proximal development, provided they get adequate assistance from their teacher and provided the adequacy of the context.

In an observational study we investigated the plausibility of this view in a classroom, assuming that such mathematical activity can be aroused during young children's play.

Activities of children playing together (with the participation of the teacher) are videotaped and analyzed afterwards for the kind of mathematical actions performed and the kind of representations used. Moreover we were interested whether the teachers problem oriented questions could encourage the children to perform mathematical activity as a form of semiotic activity.

The observations show that children are fequently engaged in mathematical activity (as here defined) during play, including different kinds of mathematical operations and explicit semiotic activity related to symbolic means. In the presentation, protocolled fragments of the children's play activity will be discussed, arguing for mathematically oriented semiotic actions during young children's play, encouraged by the teacher.

Marika Veisson, Ene Mägi & Aino Saar
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(Poster session 1)

INTERPRETATION OF THE FEELING OF GUILT IN THE PARENTS OF HANDICAPPED CHILDREN

It is clear that the birth of a handicapped child brings about difficulties and strain in the family.

Investigations have shown that a handicapped child can cause a positive as well as a negative influence in the family relationships. This field of investigation has been studied thoroughly in the USA, recently also in Finland and some other countries (Seligmaa (1991), Singer, Irvin (1989), Gallegher, Vietze (1986), Määttä and Leskinen (1993), et al.).

The aim of the given research was to find out the feelings of the parents about the handicap and whether they put the blame for the birth of the handicapped child on themselves or the others.

We have made use of the questionnaire compiled by Professor P. Määttä from the Jyväskyla University and by scholar M.Leskinene. 83 families were interviewed, among them 39 Estonian and 44 Russian families. The questionnaire was answered by 24 fathers, the remaining were mothers. The age of the handicapped children was from 2 - 18 years of age, among them 23 preschoolers, 22 from junior classes and older than 10 years - 38.

The analysis of the research shows that the children who were investigated suffered from different handicaps. The greatest number of children had cerebral palsy (CP) or were mentally retarded.

As to the parents: 49 of them were married, 13-divorced, 8-single parents, 6-in cohabitation, 4-separated and 4 widows.

Among the handicapped children boys were in the majority: 57 boys and 26 girls.

Analysing the parents' feelings we could witness that they were rather seldom in despair, seldom angry with others or in low spirits. Most of them are optimistic. It is typical that they are sorry for their child. Only a few of them were in despair or irritable. A very small number of parents feel guilty or helpless. We can state that parents nearly never blame others for their child's handicap. At the same time it must be admitted that the majority are worried about their child's future.

The majority of the parents think that the handicap was irrelevant of them. In the first place they blame the circumstances. Other people are not directly blamed, most often they lack an explanation for the handicap. Mothers blame mostly the low standard of obstetrics.

Hans Vejleskov
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(Symp 14)

A STUDY OF CHILDREN'S ACTS AND INTERACTIONS DURING PLAY WITH DIFFERENT PLAY MATERIALS

The **problem** of this study first and foremost was to test the fruitfulness of a very detailed characterization of the individual acts, including speech acts, performed during play episodes by children aged 4, 6 and 8 years.

The **theoretical basis** is Austin's speech act theory which, in earlier studies, has been utilized as the point of departure for analyses of children's speech acts, or utterance functions, especially in episodes of rôle play and construction play.

The **method** consists of observation and analysis of 69 videotaped episodes using a series of rather detailed categorizations. The unit is the individual acts, and the episodes allowed for comparisons as to age, sex, type of play, and number of children playing together. In addition, a number of children, parents and teachers were interviewed.

The **major findings** were 1) that the method of analysis is fruitful, 2) that the acts and interactions of 6 years old children show significantly greater variations according to type of play material than those of 4 years old children, 3) that differences between play behaviour of boys and girls are smaller than expected, and 4) that a collection of LEGO-materials implies the same amount of interaction and communication as a collection of play things that are ready-made miniature models of real phenomena (persons, animals, cars, furniture, etc).

The **implications for practice** of such "basic" studies are mostly of an indirect nature such as making practicians aware of new aspects of children's behaviour and perceptions, which is, in general, the main rôle of developmental psychology in the area of early childhood education.

Ute Ziegenhain, Hellgard Rauh & Bernd Mueller **(Symp 22)**
Free University of Berlin, Germany

AGE OF ENTRY INTO DAY CARE AND THE QUALITY OF ATTACHMENT

Day care entry between three and eighteen months was studied as a critical variable for the quality of infant-mother attachment.

Seventy-five infants were studied longitudinally from birth to twenty-two months. Although all of the parents declared their intention to enroll their child in day care, only fifty-three actually did so before the infants were eighteen months. Of these, thirty-four entered the day care prior to and nineteen after their first birthday (twelve months).

Quality of attachment was assessed at twelve and twenty-one months in the standard Ainsworth strange situation. The daily duration of the child's stay in the center was assessed during the first four weeks after entering day care.

Results:

1) Age of entry into day care was not related to the quality of infant-mother attachment at the assessment ages of twelve and twenty-one months.

2) Data analyzed so far showed that for children who entered day care after twelve months, length of daily duration and the rate of increasing the time of staying at the center during the first four weeks was inversely related to security of infant-mother attachment assessed at twenty-one months.

Galina Zuckerman
Russian Academy of Education, Russia

(Symp 9)

PLAY AS A MEANS OF LEARNING TO READ

Vygotsky and his students (El'konin, Davydov) presented some fundamental psychological problems concerning the introduction of the child to written discourse. Actually they addressed the dilemma whether the education in reading provides, in addition to the mastery of reading, the improvement of other psychological functions, or whether the skill of reading is to be taught among many practical skills, without any considerable effect upon the development of the child's consciousness. The basic question of such an approach to early reading education sounds paradoxially: is it possible that the child, reading his/her first words, concurrently discovers, the working principle of the native language? To achieve this goal, the child must make three fundamental discoveries: (1) to discriminate a word and the object it represents; (2) to understand that the oral speech consists of sounds symbolized by letters; and (3) to realize a basic law of Russian spelling (the pronunciation of a consonant depends on the following vowel). In our longitudinal experiments, the 6- to 7-year olds did not make these discoveries verbally but through their practical activity with words, especially by playing. Modelling linguistic structures by pupils helped them realize the laws of reading. But as the level of abstraction necessary for modelling was unattainable for 6-year olds, we substituted the model schemes with images, e.g. the fairy-tale heroes personifying the linguistic concepts.

Acting as such a hero, the child was stimulated to manipulate words in a conceptual, rather than a natural, logic. However, this modelling and personification were displayed only through pupil - teacher interaction. As long as the teacher helped discriminate the natural and conceptual logic the child was reflective, yet when left alone, the child immediately fell back into natural thinking. Leading the class from child - adult interaction to child - child distribution of natural and conceptual points of view by organizing the play cooperation of pupils, coordinating their opinions, and solving common linguistic problems, we achieved practical progress in the development of reflection in the lower grades of elementary school children.

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